THE PHI DELTA KAPPAN

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THIS then is the essence of research. It is a method that takes nothing for granted, that subjects every fact, every step to careful scrutiny before its acceptance, and absolutely rejects any substitute for the best fact, the best data obtainable. It keeps an open mind; it is free from prejudice; it cultivates the habit of suspended judgment, and accepts any conclusion merely as tentative, valid only so long as it bears the test of trial.

—A. J. JONES.

RESEARCH

SERVICE

LEADERSHIP

Annual Report of Professional Productions

The Phi Delta Kappan

THE OFFICIAL NATIONAL ORGAN OF PHI DELTA KAPPA

CONTINUING THE NATIONAL NEWS LETTER OF PHI DELTA KAPPA

Editor, Paul M. Cook, Room 1800, Republic Building,
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Annual Report of Professional Productions

It has been our custom for several years to publish a report of the research being done by Phi Delta Kappa men the country over. In addition to the research report we have included lists of books published and sometimes of articles published. It has always been a source of regret that many of the producing Phi Delta Kappa members neglect to make a report of their productions. It has also been a source of regret that we have been unable to publish some concise statement about the study in question. Last year, we made such an attempt on a small scale and this year we have gone an additional step. The call for the reports was issued in the August number of the magazine on pages 63 and 64. It was doubtless overlooked by many who would like to have made the report but we know of no more effective way to reach our large membership than through the columns of the magazine which reaches all members in good standing. Frankly, we are much disappointed that a large number of our members did not take advantage of this opportunity. On the other hand, we are pleased to note the quality of the material which is included in these reports.

In this connection we would call the attention of our reading and producing membership to the section which appears in each issue of the magazine under the heading "As the Author Sees It."—Editor.

L. E. DYER (Alpha 443), 801 W. Seventh, Bloomington, Indiana, Principal of Fairview Elementary School. II.* "The Relation Between the Percentile Ratings on Intelligence Tests of 513 Bloomington Grade-School Children and Their Success in School." Masters Thesis available at Indiana University Library.

Purpose: (1) To determine the relationship between percentile ratings on intelligence tests and the success of pupils as indicated by teachers' marks. (2) To ascertain whether childrens' percentile ratings on intelligence tests always indicate the speed with which they accomplish school work. (3) To determine whether the median of several percentile ratings is a more accurate guide than to use just the percentile rating on one test.

Findings: (1) There was a relationship between percentile ratings and pupil success in school as indicated by teachers' marks. (2) On an average, a direct relation was found between home conditions, percentile ratings, and scholarship marks. (3) On an average, a relation was found between health of pupils, percentile ratings, and and scholarship marks. (4) The school authorities should not be satisfied with one testing on a pupil but should use several tests and the tests should be of different types.

JOHN RAYMOND SHANNON (Alpha 286), Indiana State College for Teachers, Terre Haute, Indiana, Associate Professor of Education. I.* "Personal and Social Traits Requisite for High Grade Teaching in Secondary Schools," Normal Press, Terre Haute, Indiana. II. "An Unexploited Opportunity in the Six-Year High School." To determine whether six-year high schools provided a higher degree of specialization of instruction than small four-year high schools. Available soon in *School Review.*

Description and Findings: Indiana high schools were used as the basis for the investigation. Six-year high schools offer work in but few more subjects than the four-year high schools, but by including in their organizations the seventh and eighth grades, the number of teachers is necessarily increased. This makes it possible to organize the faculty with fewer subjects per teacher. In the Indiana high schools studied, however, this possibility is not being taken advantage of. In fact, a lower degree of specialization of instruction is found in these schools than in the four-year schools of about equal size. It is possible that the chief cause for this condition is the difficulty of making daily schedules for six-year high schools.

G. C. GAMBLE (Beta 363), Administration Bldg., 9 Stockton St., Trenton, N. J. Specialist in School Administration. II. "Practices in Maintaining Departments of Purchases and Supplies." Basis for allotment of School properties—budget making.

Description and Findings: (1) Selected best practices of industry for property

*The roman numeral "I" used in these reports is to indicate books published and "II" is used to indicate research projects completed. Under the latter classification the title of the study is given and followed by a statement of the reason for making the study. If the study is available, it is so stated.

accounting. (2) Supplies and equipment standardized with specifications. (3) Allotments to schools on basis of standard quantities. (4) Perpetual inventory system inaugurated.

J. O. MALOTT (Beta 634), United States Bureau of Education, Department of the Interior, Washington, D. C., Specialist in Commercial Education. I. Bulletin, 33 pages—"Commercial Education in 1924-1926," Bureau of Education Bulletin 1928, No. 4. Bureau of Education, Department of Interior, Washington, D. C. II. "Commercial Education in Junior High Schools." To obtain and disseminate information regarding present practices and trends of commercial education in the junior high schools of the United States. Study will probably be available by December, 1928, at Bureau of Education, Department of the Interior, Washington, D. C.

EDGAR L. MORPHET (Beta 711), University of Alabama, University, Alabama, Professor of Education. I. "The Measurement and Interpretation of School Building Utilization." Bureau of Publications, Teachers College, Columbia University, New York City.

C. EVERETT MYERS (Beta 248), State Education Association, 400 N. Third St., Harrisburg, Pa., Research Secretary. II. "Measuring Educational Efficiency, Research Bulletin No. 3, The Pennsylvania State Education Association. (a) To focus attention upon measurable standards which are supposed to make for better educational results. (b) To promote interest in the objective measurement of educational results. Available at the Pennsylvania State Education Association, 400 N. Third St., Harrisburg, Pa.

Description and Findings: Part I develops a theory of measurement based upon the relation of school attendance to pupil learning. Part II rates 93 school districts and 27 counties according to the theory developed on "Instructional Efficiency," showing significant differences in attendance but, generally, small and insignificant differences in pupil learning. A sample of 38,386 pupils was tested for school achievement and mental ability. Part III rates the school systems on "Financial Efficiency." Part IV compares rural schools varying in size and Part V presents a Summary and Conclusions. The following table summarizes the findings:

RANK OF SCHOOL SYSTEMS ON EIGHT ITEMS BY DISTRICTS

DISTRICTS	"Instructional Efficiency	"Financial Efficiency"	"Accomplishment Ratio"	Average Score by Age Groups in School Achievement	Average Score by Age Groups in Mental Ability	A. D. A.	Expenditure Per Pupil	Length of School Term
4th Cl. (Rural)	1	1	1	1	1	1	3	3
3rd Cl. (Urban)	2	2	2	2	2	2	2	2
2nd Cl. (Cities)	3	3	3	3	3	3	1	1

The large graded schools make a better showing on standard test results if the comparison is made on a grade basis rather than on an age-group basis.

ARTHUR F. PAYNE (Beta 729), 65 Park Ave., New York City, Director New York Guidance Clinic and Consulting Psychologist. II. "Scientific Methods of Testing Workers in Germany." Need for such methods in large industries in the United States. Available in parts in the Industrial Psychology Monthly, Vol. III, No. 1, No. 2, No. 11.

Description and Findings: Germany is much farther advanced in scientific methods of testing, selecting and placing workers than we are. This is also true of scientific analysis of jobs. There is much closer cooperation between the university research departments and industries than in this country. Manufacturers have more faith in the university psychologist in Germany than in the United States. Germany is conserving man power to a much greater extent than we are and it is the psychologists who are doing the job for them. The expense of the study was borne by a small group of manufacturers.

ARTHUR RAYMOND MEAD (Beta 144), Ohio Wesleyan University, Delaware, Ohio, Head of the Department of Education. I. "Supervised Student Teaching," now in process of publication, Johnson Publishing Co., Richmond, Va. II. Laboratory schools for teacher training with special reference to buildings. Need of data on construction

of training-school buildings. Available in Educational Administration and Supervision, May, 1928, and also in yearbook of Supervisors of Student Teaching for 1928.

WILLIAM L. SCHAAF (Beta 771), College of the City of New York, New York City, Instructor, Mathematics Dept. II. "A Teachers Course in Junior High School Mathematics," Bureau of Publications, Teachers College, Columbia. (Teachers College Contribution to Education No. 313.) The above is a Ph.D. dissertation, published July, 1928; it is a study in professional subject matter in the field indicated, embracing 156 pages. It consists of two parts: First, a preliminary part, devoted to a discussion of professional subject matter in general, and a technique for professionalizing any given subject matter field; and part two, which contains in syllabus the content of a professional course for junior high school teachers of mathematics.

WILLIAM G. CARR (Delta 265), California Teachers Association, 508 Sheldon Bldg., San Francisco, Calif., Director, Division of Research. I. "Education for World Citizenship," Stanford University Press, 1928. 230 pp. II. "Twenty-five Years of California School Costs." To discover causes for increase in cost of public education in California. Available in Sierra Educational News, May, 1928.

Description and Findings: Outstanding reasons for increase in school costs are: (1) decreased buying power of the dollar; (2) increased attendance, especially in secondary schools; (3) longer school year; (4) new forms of school service, such as library, health, and community center service; and (5) waste. When items (1), (2) and (3) are allowed for, the increase in California schools costs, 1901-1926, chargeable to increased services and waste is approximately 14 million dollars in 1926. Considering the additional services rendered, the increased skill and training of the teachers and administrative officers, the increased social responsibilities placed on the schools and the increased capacity of the state to afford education for its children, this amount is not an unreasonable increase.

WALTER CROSBY EELLS (Delta 361), 735 Dolores St., Stanford University, Calif., Associate Professor of Education, Stanford University. II. "University Records of Students from Junior Colleges." To aid in determining future educational policy of administration of Stanford University. Available (1) in California Quarterly of Secondary Education, June, 1928. (301-317), (2) Bulletin of American Association of Collegiate Registrars, April, 1928. (362-385); (3) Stanford University Faculty Bulletin, June 30, 1928. (4) "Junior College Education," 96-page brochure published by California Society of Secondary Education.

Description and Findings: A detailed analysis of the records of entrants from Junior Colleges at Stanford University during a five-year period, 1923-28. Shows that such students are superior in ability and in accomplishment to students who have entered Stanford directly from high school or by transfer from other four-year colleges and universities when measured by several different criteria.

NORMAN FENTON (Delta 177), Whittier State School, Whittier, Calif., Director, California Bureau of Juvenile Research; Editor, Journal of Juvenile Research. I. "Introduction to Educational Measurements" (with D. A. Worcester), Ginn and Company, Boston. II. "Only Children." Discrepencies in opinions in findings in regard to 'only' children. Available in New Republic, May 9, 1928, also soon to appear in Journal of Genetic Psychology.

Description and Findings: Many fallacies exist in regard to 'only' children. The ordinary assumption that the overwhelming majority of such children are selfish, spoiled, etc., seems not to hold when a sufficient number are compared with other children.

WALTER H. NICHOLS (Delta 167), Palo. Alto, California, Principal Palo Alto Union High School. I. "Trust a Boy!" Macmillan, 1923. "The Measure of a Boy," Macmillan, 1925. "Cowboy Hugh," Macmillan, 1927. "A Morgan Rifleman," Century Co., 1928.

Description and Findings: The books listed above are books for boys primarily, based on respect for the intelligence of boys,

their good sense and their ability to understand reality and reasonably good psychology in characters. They attempt to get away entirely from The Rover Boys stuff. The first three deal with earlier days in and about Salt Lake City. The last one is a story of the American Revolution, dealing with incidents not particularly well known in their details in connection with the greater events of the time.

EDWIN B. TILTON (Delta 212), 825 Union Street, San Diego, California, Assistant Superintendent of Schools. II. "An Analysis of Applications for Teaching Positions in a City School." Fulfillment of requirements of a Master's Thesis, Stanford University. To determine a mooted question in San Diego City School system. Available in the Education Library of Stanford University. Other copies will be typed and bound for limited circulation later.

Description and Findings: Inquiry relates to six hundred teacher applications for positions which are filed in the Superintendent's office at San Diego. The purpose was to find by comparison with the seven hundred ninety teachers in regular service whether the professional training, successful experience, and evidence of growth in the candidates equals or surpasses that of the regular staff in the city schools. Major findings: "Altogether the comparison is about equal for both groups of teachers in each of the two fields of teaching, elementary and secondary. The odds are possibly slightly in favor of the applicant teachers; at any rate, the claim often made that the migrant teachers are less trained professionally than established teachers in city schools cannot be sustained by facts as brought to light by this inquiry. A comparison of the teaching experience of applicants with those already in service reveals what we would naturally expect; namely, the applicants possess *less* teaching experience. In comparison with the city teaching staff, the record for applicant teachers laying hold of summer school attendance or pursuing extension courses as a "means of grace" professionally, is decidedly against the applicant teachers."

H. H. REMMERS (Epsilon 241), Purdue University, Associate Professor Education and Psychology. II. "A Diagnostic and Remedial Study of Potentially and Actually Failing Students at Purdue University." To learn causes of failure and if possible to remedy them. Available at Bureau of Publications, University Hall, Purdue University.

Description and Findings: This study deals with approximately the lower twenty-five per cent of the freshmen at Purdue University as measured by various tests. The problem attacked is that of the possibility of improving scholastic achievement by means of directed study.

The methods used are as follows: (1) a diagnostic investigation in terms of tests, interviews, and the collation of various kinds of sociological, familial, and educational data; (2) a division of the students into two comparable groups with special treatment of one of these by means of directed study especially in English and mathematics, the other group serving as a control group; (3) The second semester those freshmen not in the lower quartile on entrance tests who failed to carry twelve semester hours of passing work (i.e., probationers) were also given special treatment. The results of the experiment were measured by means of mean differences in grades, objective examinations, accomplishment ratios, and the percentage of students persisting in the University throughout the year.

The results of the diagnostic and remedial procedure are set forth by means of tables, graphs, individual psychograms, and individual case studies. The remedial aspects of the study produced results which indicate that the procedure employed held seventy per cent of the experimental group as against fifty-two per cent of the control group in the University throughout the year. The mean differences are in all cases slight, but usually in favor of the experimental group. The study indicates the need for better educational and vocational counseling in the secondary schools than now obtains. No unequivocal results were obtained in the case of the probationers.

ROY C. WOODS (Epsilon 317), Huntington, W. Va., Associate Professor Education,

Marshall College, State Teachers College, West Virginia. II. "The Financial Support of Education in a County as Affected by the Assessment Policy and the Fluctuation of the Dollar." My interest was aroused as a public school administrator in dealing with financial problems of my school system. Were schools costing too much? Available only in manuscript form at University of Iowa. Articles are available in American Educational Digest, June, 1928, and School Board Journal, September, 1928.

Description and Findings: All data were used for a county for five periods covering the period 1875-1925. By use of the "sales technique" and correcting the dollar by the dollar index of purchasing value, a study was made of assessment policy within the county, the trends in wealth of county and the trends in school costs as shown by the amount of taxes raised and the actual school costs as shown by the school expenditures. Comparisons were made between the rural and the urban areas. A study was then made concerning the reliability of predicting trends in fiscal data by the arithmetic straight line method, the logarithmic curve method, and the regression method. The assessments varied within the same area and same year. It consistently tended to drop and is at present, 1925, 47.2 for the urban and 58.8 for the rural areas. The tendency for the rural property to be assessed at more nearly its proper value is offset by a tendency for the rural areas to furnish a "cheaper" grade of education. At any rate less money was spent. Population, average daily attendance and enrollment remained almost constant for the entire period. The attempt at prediction gave only approximately accurate results. From the first seven five-year periods in the study a prediction was made on the three methods mentioned above and compared with the known data for the last four periods. It would seem from this study that a "best guess" method of extending the trend line into the future would be satisfactory. This would lend caution to its use and avoid the fallacy of believing accuracy existed where only mathematical and involved computation existed. Any prediction of fiscal data must be for short periods and constantly revised in light of new data. In conclusion, the limited area covered by this investigation greatly limits its value and application. Several similar studies would form a valuable basis for further and more extended study of the problem outlined.

PAUL M. COOK (Zeta 315), 209 S. State St., Chicago, Ill., Executive Secretary, Phi Delta Kappa Fraternity. II. "The Significance of Anatomical Development in Relation to Certain Educational Problems." Masters Thesis. Available at the Library, University of Chicago.

Description and Findings: The term "Anatomical" as used in this study is restricted in meaning to apply only to the bone or structural development. An attempt was made to answer such questions as the following: What is the significance of anatomical development as related to remedial problem cases of the learning type? What is the relationship between anatomical development and general physical robustness as indicated by the weight-height index or under and over-weight? Is there any significant relationship between anatomical development and mentality as revealed by the intelligence quotient. Is anatomical development a factor of any consequence as related to the progress of a child through school? In a given school grade, what is the relationship between anatomical development and mental development as shown by a composite mental score; between anatomical development and physical robustness; between anatomical development and school achievement; and between anatomical development and mental ability as shown by the I. Q.?

Data accumulated in the Laboratory Schools of the University of Chicago during a period of seven years were used in the study. The degree of ossification of the carpal bones of the right hand was used as the index of anatomical development. It was necessary to determine the average development of each age and sex. This was done on the basis of careful measurements of the skiagraphic area of the carpal bones as shown on X-Ray films made for 1,334 boys and for 1,437 girls, a total of 2,771 cases. In this study of ossification, several

interesting observations were made in addition to the determining of averages and growth curves. (1) The anatomical development of girls is from a year and a half to two years in advance of that of boys of the same chronological age. (2) The period of greatest annual increment in ossification for girls is over at the age of twelve whereas for boys it continues until the age of fifteen. (3) The period of greatest annual increment in skeletal size, as indicated by the carpal quadrilteral, is over for girls at the age of thirteen whereas for boys the period continues until the age of fifteen. (4) The ossification ratio, the relation between skeletal size and amount of ossification, shows the decrease in annual increment for girls at the age of twelve, while for boys the decrease in annual increment does not appear until age thirteen and it is not pronounced even up to the age of eighteen. (5) The marked differences in anatomical development of the two sexes make it perfectly clear that each must be considered on its own merits in any study purporting to show relationship between anatomical development and other factors.

Throughout the entire study each age and sex was considered separately and every possible effort was made to eliminate extraneous factors. In view of the care used in isolating factors for study and in view of the objective type of data used, we believe the findings to be reliable even though quite at variance with our expectations.

The conclusions of the study are stated in part as follows: (1) Anatomical development, as expressed by the ossification ratio, does not show any significant relationship to mental development as expressed either by the composite mental scores or by the I. Q. (2) The relationship between general physical robustness, as expressed by the weight-height index, and mental development, as expressed either by the composite mental scores or by the intelligence quotient, seems to be no more significant than the relationship between anatomical development and mental dedevelopment. (3) Anatomical development, as indicated by the ossification ratio, is not a factor which conditions school progress. The correlation coefficients for six groups (ranging in number from 72 to 124) are both positive and negative and very low. (4) There is no significant relationship between anatomical development, as expressed by the ossification ratio, and the ability to do school work satisfactorily, so far as may be determined by the study of fifty-two remedial cases of the learning type. (5) There is no significant relationship between anatomical development or physical development and school achievement as measured by standardized tests so far as may be determined by the study of fifty-four sixth-grade children. (6) There has been some tendency to use the ossification ratio for diagnostic purposes. The findings of this study indicate that the ossification ratio has no value for diagnostic purposes. (7) Anatomical age based upon the ossification ratio, contrary to the position taken by Woodrow, has no value as a correction to chronological age. (8) If anatomical development has any significance whatsoever to school administration, it does not so appear in this study.

CARTER V. GOOD (Zeta 392), Miami University, Oxford, Ohio, Professor of Education. I. "How To Do Research in Education." Baltimore: Warwick and York, 1928. pp. 298. II. "Bibliography on College Teaching with Special Emphasis on Methods of Teaching." For the 1928 Yearbook of the National Society of College Teachers of Education. Available in 1928 Yearbook of the National Society of College Teachers of Education.

Description and Findings: An effort was made to select and annotate the best references on college training from the educational literature of the past ten years. Preference was given to two types of material: (1) experimental investigations or factual reports, and (2) authoritative analyses or discussions of college teaching. A topical index accompanies the bibliography which is classified into nine major divisions: present status and improvement of college teachers and teaching, research and college teaching, problems of teacher-training institutions, problems of liberal-arts colleges, general methods of teaching, special methods and problems in the various

subject-matter fields, problems of study and orientation, testing and measurement of instruction, and individualization of instruction and the problem of the exceptional student. (The bibliography is being kept up to date and will probably result in a detailed treatment of problems of college teaching within the next year or two.)

WILLIAM S. GRAY (Zeta 64), The University of Chicago, Chicago, Ill., Dean of the College of Education. II. "The Reading Interests and Habits of Adults." At the suggestion of the American Association for Adult Education. Will be available at the Macmillan Company by November. The Adult Education Series.

Description and Findings: The study consists of two major parts; first, a summary of the results of about 150 published investigations relating to the reading interests and habits of adults and, second, reports on approximately 300 case studies of adult reading habits made in Hyde Park, Chicago; North Evanston, Illinois; and Cleveland, Ohio. The results show in general that about 95% of adults read newspapers, 75% read magazines, and 50% read books. The chief criticism that may be offered on adult reading activities at present is that they engage far more in reading short unrelated accounts, largely sensational news, and engage infrequently in the reading of continuous accounts of related materials which would stimulate intellectual growth.

E. B. MERSEREAU (Zeta 433), Baylor University, Waco, Texas, Associate Professor of Secondary Education. I. "Observation Assignments for Practice Teachers in High School." Baylor University Press, 1928. II. "A Study of the Virtues and Faults of Practice Teachers." To help directors of student teachers and prospective teachers in training to locate virtues and remedy faults. Available in Educational Administration and Supervision, XIII (October, 1927), pp. 467 ff.

Description and Findings: The ratings and comments of the high school critic teacher, as well as the ratings of the college professor and of student teachers (high school) for three successive quarters were analyzed. The virtues and faults were classified and ranked. The following conclusions were drawn: "In the first place, the virtues of practice teachers are largely those of personality. If a method of selection of prospective students is ever devised, traits of personality should play a large and basic part. In the second place, the faults of practice teachers are largely those of knowledge and method, which are subject to remedial treatment. Therefore, a more thorough knowledge of subject-matter should be demanded of the practice teacher. And method should play a large part in his training. Finally, more emphasis should be placed on training the student in ways of getting response from his pupils and in provoking thought.

LESLIE HARPER WHITCRAFT (Zeta 390), Ball Teachers College, Muncie, Indiana. Head of the Department of Mathematics. I. "Bobbs-Merrill Algebra" (Books 1 and 2) Bobbs-Merrill. (co-author.)

R. H. JORDAN (Eta 122), Cornell University, Ithaca, N. Y., Professor of Education. I. "Extra Classroom Activities in Elementary and Secondary Schools," Thomas Y. Crowell Co., New York, 1928. 312 pp.

Description and Findings: In consideration of the many volumes recently appearing which relate to extra-curricular activities in public schools, an apology would certainly be in order should one attempt merely to duplicate materials already so well set forth. To the writer, however, there has seemed to be a lack of emphasis upon what to him seems vital—the essential unity of the entire movement from the elementary school through the senior high period. This volume is accordingly presented to bring to the attention of educators the necessity of planning a continuing program for the extra-classroom as well as for the curricular offerings. The proper preparation of the child for his probable later interests will involve a greater emphasis upon the ethical and moral aspects of his social and informal contacts in play and recreation than has been deemed necessary in the past. During the impressionable years in the elementary and junior high school, the seeds will be sown for proper conduct in the harvest period of the higher school.

The field of the extra-classroom is so broad, and involves so many aspects, that it is difficult to choose the topics of most value for discussion. The writer has followed those lines which, in an experience of twenty years in public school life, proved of the greatest moment among his colleagues during that period. He has been swayed in some of his statements and conclusions by opinions formed in this field experience, and yet he has attempted to put both sides of any debatable points before the reader without prejudice, even though his own judgment would lead him to emphasize one side only. Thus he hopes he has avoided the pitfall of undue emphasis upon personal experience, while giving others newer in the work an idea of the difficulties which may be avoided by him who is forewarned.

Attention is directed especially to the material contained in the questions and problems at the end of each chapter. These are to be considered an integral part of the text. Two ideas are involved: First, additional data are given, bringing out particular problems for discussion. Second, emphasis is here given to the idea which, it is hoped, is developed throughout the text, namely, that the use of so-called extra-curricular activities is one of the large factors leading to the attainment of the major objectives of education; and, for this reason, the school of the future will consider them an integral part of the school program.

James A. Bell (Iota 36), 1736 G. Street, N. W., Washington, D. C., Director, District of Columbia College. I. "Famous Masons," Judd & Detweiler, Inc. (Life and Achievements of Eminent Masons Great in History.)

Daniel A. Prescott (Iota 185), School of Education, Rutgers University, New Brunswick, N. J., Associate Professor of Education." "Social Forces Determining Educational Policies in Europe." To discover whether education is having or is likely to have a significant influence upon international problems. Available about March 1st at Graduate School of Education, Harvard University, Cambridge, Mass.

Description and Findings: This study involved two years of research and study in European schools under a grant from the Bureau of International Research established at Harvard University by the Spellman-Rockefeller Foundation. The findings are that (1) tradition, (2) national consciousness, (3) class consciousness, (4) organized teacher opinion, (5) new pedagogical and psychological theories and experiments, (6) organizations external to official education, and (7) The League of Nations, are the social forces having the greatest influence in shaping educational policies that have to do with international problems. Certain of these forces influence education toward the furtherance of international good-will and certain in the opposite direction. The greater weight is toward international cooperation and good-will.

Stephan DeWitt Stephans (Iota 284), 535 Summit Ave., Maplewood, N. J., Head of Department of English, College Division, New Jersey Law School, Newark, N. J. I. "Individual Instruction in English Composition," Harvard University Press.

M. Howell Lewis (Kappa 289), University of Kansas, Lawrence, Kansas, Assistant Instructor, Psychology. II. "Disparate Versus Configural Response in the Chick." Comparison and testing of certain of Thorndike's laws of learning. Available under usual courtesies of library exchange, Library of University of Kansas.

Description and Findings: No one should realize more clearly than the educator the fundamental importance of principles of learning to the science of education. For some reason or other, however, the actual experimentation in the field has been left to the psychologists, and the consequences of our lack of propriety in the production of results are showing up in the vagueness with which many educators envisage the newer psychological trends in education. This study is an attempt to throw light on the long revered laws of Thorndike by an experimental method. It is assumed that certain fundamental modes of response which are observed in the human being may be studied as effectively in the behavior of organisms less advanced in the evolutionary scale. The article presents definite quantitative data which question the valid-

ity of certain Thorndikeian hypotheses and attempts to clarify the basic systematic issue between the standpoint of Thorndike and that of configurationism with respect not only to learning but also to the deeper problem of perceptual response.

W. T. MARKHAM (Kappa 237), Yates Center, Kansas, Superintendent of City Schools. II. "English Vocabulary Tests for High School and College Students." An endeavor to produce a workable vocabulary test for actual class room use in high school and college. Available at Public School Publishing Company, Bloomington, Ill.

Descriptions and Findings: The tests consist of two forms, Form I and Form II. There is a class record sheet and scoring key to accompany each. Temporary norms have already been established for all classes in high school. The coefficient of correlation between Form I and Form II is .88. The test serves as a very fine teaching device in English classes.

RICHARD H. BEHRENS (Lambda 278), Berkeley High School, Berkeley, California, Teacher of Technical Subjects. II. "An Analytical Study of the Duties of the Chemical Laboratory Technician." Available at the Division of Vocational Education of the University of California and of the State Board of Education, Berkeley, California. Printed in Division Bulletin, No. 21, Trade and Industrial Series No. 6.

Description and Findings: The analysis of the work of the chemical laboratory technician, as here presented, differs radically from the analyses heretofore published by this Division in that the emphasis has been placed on the determination of the various skills or abilities required and their relative importance rather than upon the determination of the knowledge necessary to perform the various skills. The problem in the training of the chemical laboratory technician for industrial work is more a problem of delimiting the field and determining the proper emphasis in training than a problem of determining the teaching content for each operation. The various schools and colleges are already teaching the necessary knowledge for the required skills and therefore that phase of the analysis seems unnecessary at this time.

BURTON ELSWORTH DAVIS (Lambda 315), 1226 E. 65th St., Los Angeles, California. Teacher in Mathematics and Assistant Registrar, Thomas A. Edison, Junior High School, Los Angeles, California. I. Magazine Article, "Teacher Rating." Journal N. E. A., January, 1928. II. "Special Spelling Needs of Individual States." Masters' Thesis. Available at the University of California Library.

Description and Findings: States have a variety of geographical, industrial, place, agricultural, and other terms. Minimal essentials are being rapidly reduced to national basis. No supplementary spelling lists are worked out for the various states comparable with the special civic, historical and geographical supplements to basic texts.—Such lists can be obtained by surveys of many word studies, choosing only the words peculiar to the State and of most frequent occurence in the writing of the State.

GEORGE C. KYTE (Lambda 40), University of Michigan, Ann Arbor, Michigan, Professor of Elementary Education and Superivision. I. "Cubby Bears in California," a social-studies book for the fourth grade. Rand McNally & Co., 1928. II. "Experimentation in the Development of a Book to Meet Educational Needs." To build experimentally a book which would have: (1) a cal brated reading difficulty; (2) a basic content of essentials; and (3) child-interest appeal. Available in Educational Administration and Supervision, XIV; February, 1928; pp. 86-100.

Description and Findings: The report of the study is an account of how the "Cubby Bears in California" was developed by means of research and experimentation as a pioneering effort in constructing children's books through techniques which will insure that the book is interesting to the children, includes the content they should read, and is of pre-determined reading difficulty in keeping with the age and grade of the children for whom it is intended.

P. F. VALENTINE (Lambda 26), San Francisco State Teachers College, San

Francisco, California, Director of Professional Studies. I. "The Psychology of Personality," D. Appleton & Co.

R. E. GARLIN (Mu 92), Texas Technological College, Lubback, Texas, Professor of Education. II. "Giving Publicity to City School Surveys." To discover the methods now used to give publicity to city school surveys. Available from School and Society, August 27, 1927, p. 277-80.

Description and Findings: A questionnaire study of the survey publicity practices of 48 cities. Conclusions: (1) City survey publicity is at present poorly organized. (2) Eighteen different media are used, of which the newspaper is used most frequently. (3) Women's clubs give the strongest support to the improvement sought by surveys; heavy taxpayers offer the strongest opposition. (4) It was found that for each opposing group there were several supporting groups.

HOYT FORD (Mu 96), Simmons University, Abilene, Texas, Assistant Professor of Education. II. "Qualities That College Students Prefer in Teachers." To determine if college students desire the same qualities in teachers as do high school and elementary school pupils. Available in Texas Outlook, Vol. XII, No. 5 (May, 1928), page 79.

Description and Findings: One hundred and nine college freshmen were asked to list what they considered the six most desirable qualities that teachers under whom they studied should possess. Sixty-eight different qualities were mentioned, scholarship ranking first (mentioned fifty-five times), personality next, and sympathy next. The list is only roughly similar to lists others have worked out from the replies of high school and elementary pupils to a similar inquiry.

GEORGE W. ROSENLOF (Omicron 144), Lincoln, Nebraska, Director of Secondary Education and Teacher Training. II. "Library Facilities for Teacher Training Institutions." Doctors Dissertation, Available in Teachers College Contributions, Columbia University, New York City. Will be ready for distribution December 15, 1928.

JAMES OSCAR MARBERRY (Pi 68), University of Texas, Austin, Texas, Professor of Education, Director Extension Teaching. I. University of Texas Bulletin, No. 2810, March 8, 1928. "The Administration of Public Education in Centralized and Coordinated Schools." Fifty cents. II. "Extension Center Teaching in the University of Texas As Viewed by the Student." Available from Division of Extension, University of Texas, limited number of mimeographed copies. (May be published this fall as a University Bulletin.)

Description and Findings: Some of the major conclusions are as follows: The quality of instruction based upon reports of 1,089 courses taken in extension centers indicates that it is satisfactory in more than 93% of the total number.

The quality of instruction in extension centers is not only satisfactory but it is as good as or better than the quality of instruction in residence at the University of Texas and at other colleges or universities in more than 90% of courses reported.

Grades made in extension centers are about the same as or better than grades made in residence in more than three-fourths of the courses in the study, and facilities for instruction in extension centers are as good as or better than those in residence in about the same proportion.

Library facilities in extension centers apart from the library in use in the center itself are reported as satisfactory in 59% of the courses. There is need of improvement in library facilities for extension center classes.

Another important question in connection with the facilities for instruction is that of the *use* by the students. In comparison with similar courses in residence at the University of Texas, only 14% report less use made of these facilities in the centers, and for other colleges and universities, only 11%. Fewer than 20% of courses reported show conditions for profitable study in extension centers poorer than conditions in residence.

In my opinion, questions 13 and 14 of the questionnaire are of greatest importance, that is, comparison of *value* to the student of the work done in similar courses in resi-

dence. Nearly one-half of all courses are reported as somewhat better or of superior value compared with work in residence, and only 7% of the courses are listed as of inferior value.

Only 7% of the work done in extension centers would have been done in residence if there had been no work offered in the center. Extension center teaching has a decided tendency to increase work in residence, and almost one-half of the students, according to courses reported, were influenced to take up work in residence at the University of Texas because of courses they had in extension centers before enrolling in residence, and a similar influence is shown in the fact that 46% of courses reported indicate an intention on the part of the students who have not done work in residence in the University of Texas, to date, to do so as a result of extension center teaching. And finally, exactly seven-tenths of one per cent, or eight courses out of a total of 1,117 are recorded in favor of discontinuing extension center teaching in the University of Texas, whereas 99.3% or 1,109 out of 1,117 reported are recorded in favor of continuing extension center teaching in the University of Texas.

There is no intention in this report to discredit the excellent work done in residence, but it is obviously the opinion of a large majority of the 433 individuals answering, that extension teaching is as good as or better than the teaching done in residence.

H. T. McKinney (Pi 80), Department of Education, Bethany College, Bethany, West Virginia. II. "Research As a Means of Improving College Teaching." Available in the 1928 Report of the West Virginia Academy of Science. This study found that decided advantage to pupils may result from the selection of guiding principles (in this case, six) such as "Learning results from the pupil's own efforts" and adapting routine procedures to every pupil's needs in reference to each principle. On the basis of this and similar studies it is argued that one of the most profitable ways to improve college methods of teaching is to experiment in this way and to report results.

Charles Waters Odell (Pi 105), 1210 W. Springfield Ave., Urbana, Ill., Assistant Director, Bureau of Educational Research, University of Illinois. I. "Traditional Examinations and New-Type Tests." Century Company. II. "Predicting the Scholastic Success of College Freshmen." As a project of Bureau of Educational Research. Available from Bureau of Educational Research, University of Illinois.

Description and Findings: Complete high-school records, intelligence test scores, college freshman marks, and other data secured for about 2000 cases. Best possible predictions of freshman marks from any combination of data used yielded multiple R's of .60 to .70 for a few freshman subjects; less than this for others. In other words, best predictions possible from data employed were only about one-fourth better than pure guesses.

Orlie M. Clem (Pi 107), Syracuse University, Syracuse, N. Y. Professor of Secondary Education. I. "A Work-Book Syllabus in Principles of Education." Published by Warwick & York, Baltimore. II. "Comparative School Marks of September and January Junior High School Entrants. (With J. K. Walklett.) To ascertain whether there is any basis for a subtle, popular notion that pupils entering in January do not do so well. Will be published in summarized form in an early number of Journal of Educational Research.

Description and Findings: The results obtained showed that, in so far as this one study is concerned, there is no appreciable difference between the two groups in the various school subjects.

W. W. Krumsiek (Pi 171), Edwardsville, Ill., Principal of High School. II. "The Effect of Supervision on Teachers' Objectives." Believed teachers generally did not have definite objectives for subjects. Available from University of Illinois Library.

Descriptions and Findings: It was found that teachers do have rather definite objectives and that they plan their work with them in mind. Some, however, did not have and they taught content and amount of material rather than to make an attempt at trying to have students secure rather

definite kinds of knowledge, ability to do things well and systematically, and certain kinds of appreciation.

M. E. HERRIOTT (Pi 220), University of Illinois, Urbana, Associate, Bureau of Educational Research. II. "Reconstruction of the Secondary School Curriculum: Its Meaning and Trends." Part of regular bureau work. Available from Bureau of Educational Research, University of Illinois, Urbana, Ill.

Description and Findings: This study was made jointly with Walter S. Monroe. It is an attempt to identify and interpret the trends in the secondary-school curriculum since about 1890. The reports of the Committee of Ten, 1893, of the Committee on College Entrance Requirements, 1899, and of the Commission on the Reorganization of Secondary Education, 1918, are taken as representative of the thread of educational thinking about which the rest of the study centers. A knowledge of the trends of the past thirty-five years should contribute to the solution of our current problems.

PAUL S. LOMAX (Rho 201), New York University, School of Education, New York City, Professor of Commercial Education. I. "Commercial Teaching Problems," published by Prentice-Hall, Inc., 1928.

E. GEORGE PAYNE (Rho 87), New York University, Washington Square, East, New York City, Assistant Dean, School of Education. I. "Elementary Science Readers," Books III and IV, Payne, Barrows & Schmerber. "Journal of Educational Sociology," Editor-in-chief, American Viewpoint Society. "Principles of Educational Sociology," New York University Press. II. "Negroes in the Schools of the North." For the American Academy of Political and Social Science. Available in The Annals of the American Academy of Political and Social Science, November, 1928.

Description and Findings: The purpose of this study is to determine the status of the negroes in the elementary schools of the northern states. The data showed that there is, in general, discrimination against the negro in the schools of the north and solation of the negro from intimate contact with the white race for several reasons; namely, economic conditions, social interests, and racial prejudice. Furthermore, because of the isolation and the general lack of experience such as the whites have, and thus a failure to acquire the point of view of other groups, the negro is at a disadvantage and shows greater retardation. Furthermore, the extent of the difference in I. Q. between the white and negro may be explained partly on the ground of different experience.

EARL C. BOWMAN (Sigma 296), DePauw University, Greencastle, Ind., Acting Head, Department of Education. II. "A Plan for Evaluating Teaching in Terms of Pupil Activities." Special interest in the field of supervision and for Ph.D. Dissertation. Not available as yet.

Description and Findings: This is an experimental study, the purpose of which is to develop a plan for analyzing and checking upon pupil activities which may occur during a recitation or any other class exercise in which an opportunity is given for discussion or other oral expression on the part of the pupils.

The experimentation was conducted in two main periods. First, there was a preliminary trying-out of various modifications of the form. Second, the form adopted as a result of this experimentation was given a more thorough trial.

Inasmuch as there is no already-established, acceptable criterion as the basis for a comparison with respect to validity, an effort was made to include in the checking form in the first place, those items which competent judges should regard as important, and after that to investigate principally the matter of reliability. The items finally retained in the form, together with the coefficients of correlation obtained for them from the data supplied by a final series of trained observations are: "sitting," ($r = .79 \pm .04$); "standing and miscellaneous," which includes a check upon both the standing positions of the pupils and the miscellaneous happenings which are not covered by the other items of the form, ($r = .82 \pm .03$); "V-response scatter," which is a measure of the extent to which the various pupils of the group make volunteer, oral responses

which are satisfactory to the teacher or to their fellow-pupils, ($r=.90\pm.02$); "participation scatter," which is a measure of the extent to which the various pupils make approved, oral response of any kind ($r=.88\pm.02$); "V-ratio," which is a measure of the per cent of all approved, pupil, oral responses irrespective of scatter which are of the volunteer type, ($r=.95\pm.01$); and "participation," which is a measure of the per cent of all pupil, oral responses, irrespective of scatter, which are approved, ($r=.84\pm.03$).

The form, finally recommended, is intended for use by supervisors and principals in evaluating teaching in terms of pupil activities.

MERRITT MADISON CHAMBERS (Sigma 343), School of Commerce, Oregon State College, Corvallis, Oregon, Assistant Professor, Political Science. I. "Every Man a Brick!" Public School Publishing Company, Bloomington, Illinois, November, 1927. 100 pp. 6 x 9. $1.50. II. "The Status of Military Training in American Universities." Attempt to contribute to harmonization of opinion on controversial subjects. Masters Thesis. Available from Ohio State University Library, Columbus, Ohio.

Description and Findings: Three chapters on the history of college military training since 1862; four on controversial questions, including "Compulsory or Optional?" "Propriety in View of Present World Situation," "Militarism of the 'Pro's'," and "Redness of the 'Anti's'," three on fields recommended for further investigation, including "Blind Obedience or Initiative in the Military Trainee?" "Efficacy of Military Training in Developing Leadership," and "Value of Military Science as Academic Training;" and a concluding chapter on "Military Training and Education for World Peace." Bibliographical essay and selected bibliography of thirty-eight titles. Major conclusion is that existing movements for abolition of military training appear unworthy. A study and diffusion of more accurate knowledge concerning college military training is recommended.

ROBERT L. MORTON (Sigma 175), Ohio University, Athens, Ohio. I. "Teaching Arithmetic in the Primary Grades," Silver Burdett. "Teaching Arithmetic in the Intermediate Grades," Silver Burdett.

JOHN SPENCER SINGLETON (Sigma 259), Middletown, Ohio, District Supervising Elementary Principal. II. "Married Women as Teachers in the Public Schools." My wife being a teacher, I was interested to know whether there was any difference in efficiency; also used the study for a Masters Thesis. Available from Ohio State Department of School Administration, Columbus, Ohio.

Description and Findings: I sent out 200 questionnaires, one each to a county superintendent and three city superintendents in each state. From the investigations which were necessary in this study, one fact presents itself vividly. Namely when all data were weighed and all opinions measured there was about an even balance and neither class had been proven greatly superior to the other.

This study also revealed that the rules of the boards of education seem to have been made in an effort to create ease for themselves. They have discriminated against the class in order to control the individual. These are two of the nine conclusions.

FRANK L. CLAPP (Phi 3), University of Wisconsin, Madison, Wisconsin, Professor of Education. I. "Introduction to Education," Ginn & Co. Written in cooperation with W. W. Chase and Curtis Merriman.

HAROLD H. POSTEL (Phi 11), The Drake School, Chicago, Ill., Principal. II. "Intra-curricular Activities in the Herzl Junior High School." To inform Chicago teachers regarding the Herzl method. Available in Chicago Schools Journal, October, 1927.

Descriptions and Findings: A study of the manner in which intra-curricular activities are organized and managed in the Herzl Junior High School. Outlines a good working plan for such activities. Indicates their purpose and scope.

MARK E. HUTCHINSON (Phi 154), Cornell College, Mt. Vernon, Iowa., Professor of Latin. I. "Hutchinson Latin Grammar Test," Public School Publishing Co. (To be published this fall—1928.) II. "An Unsolved Problem in Latin Pedagogy."

To collect latest data on English-Latin problem. Study is not available, except in typewritten article which is in my possession.

Description and Findings: No experiment carried on, simply a very thorough survey of the field of Latin-English instruction with a view to developing a worth-while curriculum for the students who study Latin two years only.

Several findings might be given: (1) There will be no great amount of help given to English by Latin unless a definite effort is made therefor. (2) There is considerable evidence to show that the reading of Latin is the best method to teach the relation of the Latin to the English, i.e., the Latin words should be represented in context and not as mere word lists. (3) One and two-year courses in Latin which are units in themselves are possible. (4) No technique for "Vocational Latin" has as yet been worked out. (5) All teachers interested in this problem should experiment with their classes and report their technique and its success or lack of success.

WILLIAM BURKE RAGAN (Alpha Alpha 24), Carnegie, Oklahoma, Superintendent of Schools. II. "The Personnel of Oklahoma School Boards." A Thesis for a Master of Science Degree in School Administration. Available at the Library, University of Oklahoma.

Description and Findings: (1) That Oklahoma school boards come from three occupational classes for the most part; farming, proprietors and professional men. Very few laborers are found on boards of education. (2) Median age is 48.92 years. (3) Median wealth is $5,410.00. (4) 2.7% were women. (5) 82% have children in school. (6) 76% belong to some church, 79% to some lodge. (7) Median tenure is 3.5 years. (8) 1198 board members were included in this study. (9) Compares closely with study made by Counts for 1700 school board members in the United States.

WILLIAM MOSELY BROWN (Alpha Beta 38), Washington and Lee University, Lexington, Virginia, Professor of Education and Psychology and Vocational Advisor. II. "A Vocational Guidance Program for Washington and Lee University." (Made in collaboration with D. H. Wice.) For purpose of broadening scope of Vocational Guidance at Washington and Lee University. One of first to be begun in any college in the South. Available from Department of Education and Psychology, Washington and Lee University, Lexington, Virginia.

Description and Findings: The study includes a survey of principles governing Vocational Guidance in colleges, study of forms used, permanence of vocational choices among college students, reasons for making these choices, influence of lack of vocational choice upon length of time a student stays in college, tabulation of vocational literature available for college students, etc. The attempt is made to outline a program of guidance for the average liberal arts college on the basis of experience extending over the past eight years since the establishment of a guidance program at Washington and Lee University in the fall of 1920. The study is available only in manuscript form, but several copies are on hand and will be gladly sent to interested persons on request.

THOMAS S. KING (Alpha Beta 55), Bristol Virginia High School, Bristol, Virginia, Teacher of Biology. II. "The Virginia Biology Test for High School Pupils. Form A." To prepare a test suitable for high school purposes, especially adapted to Peabody and Hunt's "Biology and Human Welfare." Published by The Bureau of Tests and Measurements, Department of Education, University of Virginia.

Description and Findings: Form A of this test was published and 3000 copies were distributed to Virginia high schools in 1928. Percentile norms were prepared for 1109 scores of Virginia high school students. The median score was 113. Possible score 213. Preliminary Form A was distributed to 1000 pupils of the Virginia city schools in 1927. On preliminary Form A the coefficient of reliability or one group of 96 pupils was .904+.0128. On printed Form A the coefficient of reliability for one group of 46 pupils was .934+.0093. These coefficients were obtained by preparing the scores for chance halves, and using the Spearman-Brown Prophesy Formula. Form B of the test is ready for preliminary publication. This test has been developed with

the council of Dr. John L. Manahan, Dean, and Mr. H. G. Acker, Instructor, Department of Education, University of Virginia, Alpha-Beta Chapter.

G. A. SCHMIDT (Alpha Delta 134), 1122 S. College Ave., Fort Collins, Colorado. I. "Efficiency in Vocational Education in Agriculture." Century Company, 2126 Prairie Ave., Chicago. It retails at $2.25, but by ordering directly from the publishers it can be secured at a discount of 20 per cent plus postage.

Description and Findings: It is generally agreed that any job, big or little, should be efficiently performed; and that anyone connected with a job should be interested in it to the extent of putting it on a basis as efficient as is possible.

This volume sets up sixteen standards characterizing an effective program in vocational education, and a discussion and application of these standards to any training course in vocational agriculture comprise sixteen chapters of the book. So far as we know, the soundness of these sixteen standards has not been questioned or contradicted by any educator in any field.

In the volume are rating charts and minute directions for estimating the operating efficiency of any program in vocational education in agriculture on basis of these sixteen standards.

In addition to the above, there are two general introductory chapters in the volume devoted to a discussion of the following problems: (1) an analysis of the occupation of farming as practiced today; (2) outstanding changes that have occurred in farming during the last few decades; (3) successful farming; (4) qualities of successful farmers; and (5) vocational education in agriculture. The last chapter in the volume is devoted to the rating of two programs in vocational agriculture, and illustrates how easily and effectively this can be done.

C. C. CRAWFORD (Alpha Epsilon 93), University of Southern California, Los Angeles, California, Professor of Education. I. "The Technique of Study." Houghton Mifflin Co., 1928. "The Technique of Research in Education." Published by the University of Southern California, Los Angeles. II. "Methods of Solving Research Difficulties." To provide a course for training graduate students in thesis writing. Available at University of Southern California, published under title "Technique of Research in Education." See *Phi Delta Kappan*, August, 1928, p. 52.

Description and Findings: Assembled 145 difficulties in thesis writing by interviewing graduate students and professors and by examining theses. Collected methods and devices for solving these difficulties by reading, interviewing and getting written reports from experienced research workers. Classified these according to types of research technique and arranged in textbook form.

LEVI H. DICKEY (Alpha Epsilon 236), 532 Riverside Drive, Chino, California, Mathematics, Chino High School. II. "The Relation of a Kindergarten Experience to Success in the Primary Grades." To determine value of Kindergarten Training in the Chino Primary School. Available at University of Southern California, Los Angeles, California.

Description and Findings: Kindergarten pupils accredited with decidedly fewer failures. Social rank estimates of teachers rank Kindergarten pupils ahead of no-kindergarten. Boys receive less from kindergarten that contributes to success in the primary school than girls do. Practically no difference in the parents and homes from which kindergarten and no-kindergarten children come is evident. Kindergarten and no-kindergarten enter first grade at about same age. First grade reading age, kindergarten are 1.08 months older, second grade 1.28 and third grade 1.27. In arithmetic first, second and third grades, kindergarten pupils are increasingly superior.

ROBERT H. DOUGLASS (Alpha Epsilon 6), 5113 Argus Drive, Los Angeles, California, Instructor in Social Sciences, Los Angeles Polytechnic Evening High School and Fairfax High School. II. "An Analysis of the Duties of Department Heads in Senior High Schools of California." Interest in subject. Masters thesis, 1928. Not available at present, except at the library. May

(*Continued on page 115*)

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Send copy for publication direct to the editor. Chapters should carefully edit all copy before sending it in. Members in the field are invited to send communications and contributions to the editor.

The Visitors' Register

WORDS fail us in an attempt to express appreciation for the beautiful gift made to the national office by the Phi Delta Kappa men of Chicago. The gift was planned and executed very largely by a former member of the national executive committee, Brother Abel J. McAllister. It consists of an elaborately and exquisitely bound volume of specially printed pages for a visitors' register. The binding is of green russian seal and all hand work by a master craftsman of the bookbinding trade.

The best way to appreciate the book is to see it, handle it, and write your name upon it as a visitor in the national office. We are glad to extend this invitation to all Phi Delta Kappans who may be in Chicago or passing through.

The Temple of Education

JUST a year ago a short article by Brother Abel J. McAllister appeared in the *Phi Delta Kappan* under the title "A Temple of Education." It appears on page 102 of the December issue and it would pay you to dig up that back number and read the article again. In it the writer indicated the need for a center of educational research in the field of the history of education—a sort of Smithsonian Institute in the field of Education—a library and a museum of the evidences of development in education in all countries as far back as exhibits could be secured.

The writer proposed furthermore that this Temple of Education be a depository for the research of our time. To it our own members would contribute the results of their research and it would doubtless become the central library of all current research in education, a place to which men and women from all parts of the world would come for intensive study of various problems in education. Such an institution would of necessity be comprehensive in character.

Just a few days ago, at a luncheon attended by 2,000 Chicago citizens, it was proposed that the 1933 Chicago Centennial Celebration of the city's birth be a World's Fair of science, art and industry. It was proposed that the evolution of the various arts, sciences and industries be concretely presented in the exhibits. This "dream city" of the evolution of our civilization will doubtless be located on Chicago's made-to-order lake front hard by the Art Institute, the Field Museum, the Shedd Aquarium, the Buckingham Memorial Fountain, and Soldier Field.

A Temple of Education, sponsored by Phi Delta Kappa would be entirely in line with what has been proposed for this World's Fair. Is such a dream entirely beyond realization? Some of our forward looking Phi Delta Kappans think not. If an opportunity for such a Temple arises in connection with the developing plans for the Chicago World's Fair and if Phi Delta Kappa is not ready to meet the emergency, some other organization doubtless will be ready. The last national council of the fraternity provided for a committee on a permanent home for the fraternity. It is not unlikely that this committee will be alert to grasp any opportunity that may arise for the fraternity to render a large professional service by the promotion of such a research institution. In the true spirit of Research, Service and Leadership, may we continue to go forward.

Graduate Schools and College Teaching

THE following statement appears in the editorial column of the Educational Research Bulletin published by Ohio State University. The editorial is written by Brother W. W. Charters, and since it is on a subject of such vital interest to many of our members, we are taking the liberty of republishing it in these columns.

"In the current number of the *Educational Record*, Dean Haggerty of the University of Minnesota presents an interesting study from which he draws the conclusion that approximately seventy-five per cent of our doctors of philosophy become teachers and only twenty-five per cent enter non-educational occupations. In the seven major institutions which he studied the percentages range from sixty-two in the University of Minnesota to seventy-seven in the University of Chicago and Harvard University.

"The figures justify Dean Haggerty in raising the issue that graduate schools are essentially institutions in which teachers should be taught both to do research work and to teach in higher institutions. We quote from Dean Haggerty's article:

" 'It may fairly be asked whether the time has not arrived to face squarely the obvious facts. The graduate schools of American universities are essentially teacher-training institutions and upon the kind of training which they offer and require of their doctorate candidates will depend the character of our college faculties and the quality of college education. Is it too much to ask that in this program of graduate training the student should be required to give some attention to the problems of education—problems which will constitute the student's chief concern once he is launched on his professional career?'

"Seventy-five per cent of all persons receiving the Doctor's degree enter the teaching profession in teachers' colleges and universities. Approximately five hundred of them are engaged each year to give instruction to Freshmen, Sophomores, and upper-classmen in our institutions of higher learning. Frequently, in fact almost always, they have had no training in the principles or techniques of teaching. Few serious attempts are made to bring to their attention the literature regarding the functions and philosophy of education. They know college students chiefly from their own limited experience as individuals who have gone through college. Often these doctors were, while in college, studious individuals who mingled little in the social life of the undergraduates and understood but slightly the typical college student. All they know of teaching is what they have picked up casually in the classrooms as spectators of teaching. They have not studied the problems of constructing courses of study for college students. Of the newer movements in college education and the superior techniques of teaching they know only what they have casually picked up.

"The young Ph.D. knows the principles, the abstruse problems, and esoteric information of his field. In these he is competent. To adapt what he knows to undergraduates is a different problem. In the solution of this he is amateurishly incompetent.

"Fortunately, a few graduate schools have faced the problem and have accepted the fact that they are teacher-training institutions. They are offering courses in college instruction for graduate credit although no institution of which we know requires such courses for a teaching Ph.D. Of professionalized subject-matter courses for college teachers, we know not one. Much, therefore, remains to be done even in those institutions which recognize their obligations.

"The chief obstacle in the way of the rapid expansion of the offerings of such courses lies in the dearth of text books on methods of college teaching, on the psychology of the college student, on management of college classes, and the like. If such books were available, the number of graduate schools to offer courses in education would increase at a surprising rate.

"Upon the shoulders of men in the field of education squarely rests the responsibility for providing such books. The burden of blame for lack of training in teaching shown by young doctors of philosophy cannot be placed entirely upon the faculties of the graduate schools."

As the Author Sees It

(Please send contributions to the editor.)

A Work-Book in Educational Measurements, Harry A. Greene. Published by Longmans, Green & Company.

This *Work-Book* is the tangible recognition of a need for a *simple* and *self-teaching* treatment of certain techniques which are essential to the sane and critical use and interpretation of educational tests in the classroom. Fundamentally, its purpose is to *individualize* instruction in this field. It is designed to meet this need in two types of situations. (1) It places in the hands of the classroom teacher interested in educational measurements, an opportunity for extensive practice and experience with the problems of measurement which are encountered in the classroom and in effective supervisory work. (2) It is designed to supplement material presented in class discussions and in the text in a basic course in educational measurements. The representative problems in this book furnish the student with opportunity for additional and individual experience in the interpretation of various phases of test results.

The forty-five problems in this work-book are grouped in ten work-units as follows:

I. Tabulating Test Scores (four problems).

II. Computing the Arithmetic Mean by Short Methods (six problems).

III. Drill on Mid-measure, Median, and Arithmetic Mean (six problems).

IV. Expressing the Variability of Test Scores (five problems).

V. Computing Measures of Relationship (four problems).

VI. Assignment of Relative and Absolute Ranks (three problems).

VII. Making and Using Norms for Tests (five problems).

VIII. Summarizing and Interpreting Test Results (five problems).

IX. Applying Criteria to Tests (four problems).

X. Using Test Results in Experimental Methods (three problems).

Throughout the series of problems, illustrations showing the methods of work are given along with adequate opportunity for practice which should assure a mastery of the desired skill. The method of presentation is simple. Certain problems illustrating some of the more difficult situations are completely worked out and explained as guides for the student. In others the successive steps in the solution of the problems are merely outlined to be completed by the student, thus affording a genuine *self-teaching* exercise.

Experience with this *Work-Book* indicates that through its use much of the necessary instruction in Principles of Measurement classes can be handled on an individual and laboratory basis. It should be equally effective in the hands of the individual classroom teachers.

HARRY A. GREENE (Epsilon 180)

IN THE SPIRIT of the season, we wish all our readers happy holidays and unbounded zest to tackle the problems of the new year. We could not wish you more than that you be filled with a renewed zeal for Research, Service and Leadership, and that ample opportunity for each should pass your way.

The 1928-1929 Calendar

Chapter	Institution	Christmas Vacation	Semesters or Quarters			Summer School
			First	Second	Third	
Alpha	University of Ind.	12-21 to 1-3	9-14 to 1-30	2- 4 to 6-10		
Beta	Columbia Univ.	12-24 to 1-6	9-24 to 2- 5	2- 6 to 6-12		7- 2 to 8-16
Gamma	Univ. of Missouri	12-21 to 1-3	9-11 to 1-26	1-28 to 6- 5		6-10 to 8- 2
Delta	Stanford University	12-20 to 1-2	10- 1 to 12-20	1- 2 to 3-22	4- 1 to 6-17	6-20 to 8-31
Epsilon	Univ. of Iowa	12-19 to 1-2	9-13 to 1-26	1-28 to 6- 3		6- 7 to 8-23
Zeta	Univ. of Chicago	12-21 to 1-2	10- 1 to 12-21	1- 2 to 3-22	4- 1 to 6-12	6-17 to 8-30
Eta	Univ. of Minn.	12-22 to 1-2	9-24 to 12-22	1- 2 to 3-23	3-25 to 6-17	6-18 to 8-31
Theta	Cornell Univ.	12-22 to 1-7	9-24 to 2- 6	2- 8 to 6-17		
Iota	Harvard Univ.	12-23 to 1-2	9-24 to 1-30	2- 4 to 6-20		7- 1 to 8-10
Kappa	Univ. of Kansas	12-22 to 1-5	9-18 to 1-31	2- 5 to 6-10		5-31 to 8- 1
Lambda	Univ. of California	12-22 to 1-11	8-20 to 12-21	1-14 to 5-15		7- 1 to 8-10
Mu	Univ. of Texas	12-23 to 1-3	9-21 to 1-31	2- 2 to 6- 3		
Nu	Univ. of Wash.	12-20 to 1-5	9-26 to 12-20	1- 5 to 3-22	3-30 to 6-17	6-18 to 8-28
Xi	Univ. of Pittsburgh	12-19 to 1-2	9-22 to 2- 2	2- 7 to 6-12		
Omicron	Univ. of Nebraska	12-22 to 1-7	9-20 to 2- 1	2- 4 to 6- 8		6-10 to 8-30
Pi	Univ. of Illinois	12-22 to 1-4	9-17 to 1-30	2- 4 to 6-12		
Rho	New York Univ.	12-23 to 1-2	9-19 to 1-27	1-30 to 6- 6		7- 9 to 8-17
Sigma	Ohio State Univ.	12-22 to 1-2	10- 1 to 12-22	1- 2 to 3-16	3-25 to 6-11	
Tau	Univ. of Penn.	12-20 to 1-3	9-28 to 1-28	2-11 to 6-19		7- 1 to 8-10
Upsilon	Northwester Univ.	12-22 to 1-7	9-21 to 1-30	2-11 to 6-17		6-24 to
Phi	Univ. of Wisconsin	12-19 to 1-3	9-24 to 2- 6	2-11 to 6-24		7- 1 to 8-30
Psi	Peabody College	12-21 to 1-1	10- 1 to 12-21	1- 1 to 3-20	3-21 to 6- 7	
Chi	Univ. of Oregon	12-22 to 1-2	9-29 to 12-22	1- 2 to 3-20	3-25 to 6-10	6-24 to 8-30
Omega	Univ. of Michigan	12-21 to 1-7	9-12 to 2- 1	2- 4 to 6-17		
Alpha-Alpha	Univ. of Oklahoma	12-21 to 1-2	9-14 to 1-26	1-28 to 6- 4		6- 1 to 8-24
Alpha-Beta	Univ. of Virginia	12-22 to 1-2	9-13 to 12-22	1- 3 to 3-16	3-18 to 6-11	
Alpha-Gamma	St. Col. of Wash.	12-19 to 1-2	9-19 to 2- 2	2- 4 to 6- 3		6-12 to 8- 9
Alpha-Delta	Kans. St. Ag. Col.	12-20 to 1-3	9-10 to 1-26	1-29 to 5-29		5-31 to 7-31
Alpha-Epsilon	U. of So. California	12-14 to 1-2	9-12 to 1-31	2- 4 to 6- 8		
Alpha-Zeta	Univ. of Arizona	12-22 to 1-6	9-17 to 2- 2	2- 4 to 6- 5		
Alpha-Eta	Temple Univ.	12-20 to 1-3	9-17 to 2- 2	2- 4 to 6-13		7- 1 to 8- 9
Alpha-Theta	Univ. of No. Dak.	12-20 to 1-3	9-17 to 2- 2	2- 4 to 6-11		
Alpha-Iota	Univ. of Cincinnati	12-24 to 1-5	9-20 to 2- 6	2- 9 to 6-15		6-11 to 9- 1
Alpha-Kappa	Univ. of Tennessee	12-22 to 1-2	9-24 to 12-22	1- 2 to 3-16	3-18 to 6- 5	6-10 to 8-24
Alpha-Lambda	Boston Univ.	12-22 to 1-2	9-19 to 11-22	1-30 to 6-17		
Alpha-Mu	Colo. St. Te. Col.	12-16 to 1-2	9-25 to 12-16	1- 2 to 3-17	3-25 to 6- 8	6-15 to 8-24
Alpha-Nu	Univ. of Kentucky	12-21 to 1-3	9-17 to 2- 2	2- 4 to 6- 3		6-17 to

Annual Report of Professional Productions

(*Continued from page 111*)

be published in brief form in an educational magazine.

Description and Findings: The office of High School Department Head being one that is relatively new in the history of Secondary Education and one that is receiving increased recognition, in California at least, and the duties performed by these officials being not at all clearly defined, it seemed worth while to attempt a summarization of these duties as found most frequently in practice.

The findings were based upon a survey of California senior high schools and represent practices in seventy-four different departments in schools ranging in enrollment from 600 to 3400.

Among duties most worthy of note would be the following: (1) that department heads assist in determining the policies of the schools; (2) that department heads are partly responsible for the building of the curriculum of the school; (3) that department heads must coordinate the work of their respective departments; (4) that department heads determine alterations in school plants and assist in planning new units; (5) that department heads keep the school informed as to the work being accomplished in their respective departments; (6) that department heads foster extra-curricular activities; (7) that department

heads are quite largely responsible for the assignment of teachers to the work for which they are best fitted; (8) that department heads keep their teachers informed as to the school policies of their principals; (9) that department heads build up department libraries with the aid of their teachers; and (10) that department heads are responsible for the improvement of instruction in their respective departments.

JOSEPH TURNER HOOD, JR. (Alpha Lambda 46), Hopkinton, Mass., Principal of Senior High School. II. "Instruction Costs in the Smaller Massachusetts High Schools." Partially for Masters Thesis in Education; Interest as a Principal of a smaller school. Available at Boston University, School of Education Library.

Description and Findings: Costs were determined solely from salaries of instructors, all other costs were ignored. Complete information was obtained from 65 Massachusetts high schools ranging in enrollment from 38 to 243. Costs were figured in terms of pupil-hours. Schools were divided into five groups according to size. Median costs were used throughout. Comparisons were drawn between the findings for the various groups.

Major factor in cost is class size. Small class size is often due to small high schools attempting to offer curriculums similar to those offered by large schools. Classes in college preparatory subjects are smallest. Classes of one to ten pupils vary from 11% of total number of classes in the case of the largest schools included in the study to 63.5% for the smallest schools.

An alternating schedule with simplified curricular offerings is suggested for the small rural high school. This simplified curriculum provides for two years of Latin, Algebra, Geometry, Physics, Chemistry, and three years of History. This offering, together with electives, would admit to many good colleges and does not make demands upon the curriculum which deprive the non-college preparatory pupil of his right to a suitable secondary education.

G. M. WILSON (Alpha Lambda 23), 30 Pine St., Wellesley Hills, Mass., Professor of Education, Boston University, School of Education, 97 Huntington Ave., Boston, Mass. II. "The Fundamentals of Arithmetic."

Description and Findings: As a part of a cooperative experiment in New England looking toward 100% results in the fundamentals of arithmetic, I have put out during the past year a complete series of tests in the fundamental processes together with a drill service in the one process of addition.

The tests are in three series although they are all involved in a complete program. The first series consists of two General Survey Tests covering the four fundamental processes, fractions, and knowledge of business situations. The forms are of equal value so that it is possible to measure progress.

The second series covers the Fact Inventory and Diagnostic Tests. There are four tests in addition, covering in sizable units the 480 essential basic facts of addition. There are in subtraction likewise three tests covering the 275 separate basic facts in subtraction. The one test in multiplication covers the multiplication facts. The three tests in division cover the 81 even quotients and the 368 uneven quotients in short division. It is impossible to cover the facts in long division so there is no long division test in this series.

The third series covers in a similar manner the processes in addition, subtraction, multiplication, short division and long division in such a way as to give inventory and diagnostic results. The parts of each process test cover the process steps, as carefully worked out, and provides a plan for checking the errors made by the child. These tests are intended to reenforce a teaching program rather than primarily a testing program. The addition drill service for 100% results was published as a preliminary and experimental edition. The results have justified the plan and the material thus far available. During the present year it is hoped that the addition drill service will be revised and made available along with similar services in the other fundamental processes.

W. D. ARMENTROUT (Alph-Mu 30), Colorado State Teachers College, Greeley, Colorado, Director of Instruction. I. "The Conduct of Student Teaching in State

Teachers Colleges," Colorado Teachers College, Education Series No. 2.

F. L. WHITNEY (Alpha-Mu 32), Colorado State Teachers College, Greeley, Colorado, Director of Educational Research. I. "The Growth of Teachers in Service." The Century Company, New York, 1927. "High School Opportunities in Colorado." Research Bulletin No. 12, Colorado State Teachers College, Greeley, Colorado, August, 1927. Kelly, E. Lowell and Whitney, F. L. "Salaries in State Teacher Training Institutions." Research Bulletin No. 13, Colorado State Teachers College, Greeley, Colorado, July, 1928. II. "Present Status of the Junior College in America."

Description and Findings: See the statement published in the October number of the *Phi Delta Kappan*, page 89. Since this statement was published, Brother Whitney writes us as follows: "There has been such a demand for the report of the investigation that we have decided to make it No. 5 of our Colorado State Teachers College Education Series. This material has gone to press and ought to be ready for distribution within a few weeks. It will make a book of about 350 pages and will sell, I think, for $4.00."

DALE RUSSELL (Alpha-Nu 17), University of Kentucky, Lexington, Kentucky, Bureau of School Service. II. "Some Factors Affecting the Scholastic Success of Teachers College Freshmen." An attempt to isolate some of the factors affecting scholastic success. Available in Indiana State Normal School Bulletin, Ball Teachers College, Muncie, Indiana, Vol. II, No. 4.

Description and Findings: Four factors were isolated for study. Intelligence was shown to be a factor conditioning success, the negative correlation of .40 with scholarship being within the range usually found. The most important factor which was isolated in this study was denominated "immediacy of need for scholastic success," which was shown to have a marked effect on scholarship. A general change in faculty standards of grading was shown to affect principally the central part of the grade distribution, leaving the extremes unchanged. The introduction of a system of warning and counsel for failing students was shown to lessen somewhat the relationship between intelligence and scholarship.

Reception to the Executive Secretary

IN accordance with carefully and secretly prepared plans, thirty-three Phi Delta Kappans representing eleven different chapters, met at the Chicago City Club Saturday noon, October 27, 1928, for a reception luncheon in honor of Brother Paul M. Cook, who has been selected by the National Executive Committee to the new position of Executive Secretary for our Fraternity.

By means of well-laid strategy, a special committee of Alumnus Nu Chapter succeeded in bringing Brother Cook to the event without his knowing what was going on or what it was all about.

We called the roll and then sat about the table by chapters—Alpha, Gamma, Delta, Epsilon, Zeta, Eta, Theta, Kappa, Nu, Pi, Upsilon, Phi and Psi.

When the luncheon was about finished the chairman of the occasion called on Brother E. L. Keezel to read letters (sixteen of them) from some of the members who could not be present. After Brother Keezel had read two or three of these letters, the chairman humbly apologized to Brother Cook for overlooking the important matter of notifying our guest the what and why of it all. Brother Cook accepted the apology in Calvin Coolidge fashion.

More letters were then read from absentees, every one of which expressed in a very fine way, appreciation for what the National Council had done for the Fraternity in establishing this much needed office, and for the wise choice made by the Executive Committee in the selection of Brother Cook.

Meanwhile each chapter membership represented had selected a spokesman, each of whom spoke briefly and appreciatively on the subject.

After all these letters and talks of appreciation and greeting, Brother Cook was

permitted to break his silence, and he responded in a brief talk, that gave evidence of his gratefulness for these expressions of confidence and encouragement, and of his determination and ability to discharge faithfully the duties of this important office.

Those present were as follows: Homer Davis (Alpha 242), George F. Nardin (Gamma 35), E. J. Buckles (Delta 126), Don C. Rogers (Epsilon 237), Fred G. Anibal (Zeta 414), H. E. Bennett (Zeta 370), Vernon Bowyer (Zeta 313), Arthur Brogue (Zeta 190), R. L. C. Butsch (Zeta 380), O. D. Frank (Zeta 362), Daniel Hannon (Zeta 324), Nelson B. Henry (Zeta 217), Marx Ernest Holt (Zeta 551), Herbert S. Jones (Zeta 260), E. L. Keezel (Zeta 480), J. M. McCallister (Zeta 309), Milton D. Oestreicher (Zeta 534), G. C. Phipps (Zeta 399), Wm. A. Richards (Zeta 452), H. G. Richey (Zeta 530), Garrett E. Rickard (Zeta 140), Edw. H. Stullken (Zeta 592), R. H. Wetherbee (Zeta 352), C. L. Woodfield (Zeta 83), Ernest O. Melby (Eta 380), Edward M. Tuttle (Theta 29), Abel J. McAllister (Kappa 8), Thomas F. Pearson (Kappa 300), Chas L. Hultgren (Nu 88), Bruce H. Corzine (Pi 19), J. M. Hughes (Upsilon 161), J. Lewis Land (Phi 123), Frank W. Stoker (Phi 98), E. E. Keener (Psi 57).

Those who sent letters of greeting were: Harold A. Anderson (Zeta 443), George H. Betts (Upsilon 83), F. S. Breed (Zeta 187), W. G. Brink (Upsilon 187), Floyd T. Goodier (Sigma 151), Geo. A. Graham (Upsilon 113), H. H. Hagen (Zeta 550), Philip S. Hasty (Beta 147), Chas. H. Judd (Zeta 23), Raymond A. Kent (Upsilon 202), James T. McKinney (Pi 91), John R. Rowe (Zeta 293), F. W. Schacht (Zeta 15), R. M. Tryon (Zeta 55), Carleton Washburne (Upsilon 81), Urban G. Willis (Zeta 314). Several other brothers telephoned their regrets and good wishes.

In delivering the addresses of greeting from different chapter memberships, it is evident who represented Alpha, Gamma, Delta, Epsilon, Eta, Theta, Nu, Pi, Upsilon, and Psi since there was only one representative present from each of these chapters. Nelson B. Henry represented Zeta, Thomas F. Pearson represented Kappa, and after much deliberation both representatives of Phi spoke for their chapter, more or less.

The chairman announced that there was being manufactured a Visitors' Register for the National Office and that it was being bound rather elaborately. Sheets from the Register were passed around for signatures of all present and these sheets have been bound into the book which has since been delivered to the National Office.

The following quotations are extracts from some of the letters of greeting that were sent to the secretary of the occasion:

"Be it resolved that Brother Cook be informed that Upsilon Chapter feels as a unit that the secretary's selection of his office location is a wise one and that they have every confidence that the conduct of the office is in the most efficient hands and that the success of the office is assured. Be it further resolved that every resource of Upsilon Chapter be pledged to the support of the new organization."—*By telegram from W. G. Brink, Secretary Upsilon Chapter.*

"I regret having to miss the fellowship of the men at the luncheon, but more do I regret having to miss the opportunity of expressing, together with other Phi Delta Kappans, my best wishes to Brother Cook in his new undertaking. A man who has given such continuous and unselfish service to our fraternity deserves recognition and praise. I hope this occasion will help to make Brother Cook feel encouraged as he faces the difficulties and responsibilities of his new task as Executive Secretary of our national organization."—*Harold A. Anderson.*

"All hail, first, to the new office and, second, and not least, hail to the committee's choice of executive secretary. My best wishes and fullest allegiance to Secretary Cook and his job."—*George H. Betts.*

"As your 'partial' predecessor, several times removed, I extend to you my fullest sympathies on your trials and tribulations, my congratulations upon the fine opportunities that are coming to you, and my assurance that if there is anything I can do to make your load lighter and your way pleasanter, you need only to call on me. A hint will be sufficient, it won't have to be an S. O. S. I'm sorry I can't be with the

group to do you honor."—*Frederick W. Schacht.*

"Brother Cook has a hard job ahead of him, but we have every confidence in him and, as the Executive Secretary of Phi Delta Kappa, he has our support and good wishes."—*James McKinney.*

"Please give Mr. Cook my personal regards and best wishes for the success of his work. He has been so long associated with our own organization that he knows the high regard in which all of us hold him and his work. I trust that his transfer to this new field of activity will give him an opportunity to come in contact with new types of educational experience and I am confident that he will organize the office in such a way as to render large service to Phi Delta Kappa."—*Charles H. Judd.*

"Will you please extend to Brother Cook my hearty congratulations upon his new appointment? I am sure the executive committee has made an excellent selection. Brother Cook's familiarity with Phi Delta Kappa activities, his interest in and enthusiasm for the fraternity, and his faithfulness in the performance of the duties assigned him, make him exceptionally well fitted for the tasks ahead of him.

"Those of us who belong to the fraternity and are living in this region ought to appreciate the fact that the national office will now be in Chicago. Let us show our appreciation by taking an interest in Brother Cook's work and assisting him as the opportunities arise."—*Floyd T. Goodier.*

"All of us, I am sure, breathed a deep sigh of relief when we learned that Brother Cook had accepted his appointment. There was considerable doubt in the National Council whether the position could properly be filled, even after it had been created. That doubt has been dispelled. If there are any shadows of it left, to read the last issue of the *Phi Delta Kappan* should displace them with sunlight and rays of hope.

"Education already gives some evidence of taking on that crystalline coating which we have come to think of as monopolized by traditional academic education, and, to change the figure, possessing a smugness of satisfaction with its own existence. Research alone, in the true sense of the term, is the only real factor that can overcome this tendency. Phi Delta Kappa should be ever alert, in a commendable sense forever dissatisfied with its achievement. To do this it must have leadership. In such leadership, we rejoice in Brother Cook."—*R. A. Kent.*

It was a great occasion—an inspiration to every one present—and our Executive Secretary has the right to feel that there are a host of Phi Delta Kappans close at hand who are ready at any time to do any drudgery that the Executive Secretary may call on them to do—for after all, to assure Brother Cook of willingness to help in time of need was what this reception luncheon was all about.

The Committee, Alumnus Nu
ABEL J. MCALLISTER, *Chm.*
E. L. KEEZEL
R. H. WETHERBEE

The Purpose of the Phi Delta Kappa Alumni Chapter

The following statement of the purpose of the alumni chapter was recently received from Brother J. David Houser, Lambda 31, formerly National Historian of Phi Delta Kappa. In calling our attention to the statement, Brother Houser writes:

"In going through some old effects a short time ago, I found a statement which I thought would interest you. It is a definition written over fourteen years ago by Sam Brown, Beta 5, the first president of Alumnus Alpha Chapter.

"I remember at the time that I thought this was one of the finest bits of writing ever done in connection with any of the fraternity interests. Upon reading it over, I still think so and it struck me that you might care to have it reprinted, or that you might use it in some other useful way."

We are grateful to Brother Houser for the statement and we take this means of passing it on to the alumni members.

"PHI DELTA KAPPA is committed to the development and maintenance of the statecraft of school administration, the science of education, and the fine art of instruction. Its men go forth from the universities bearers of good tidings, exponents of a richer life; exulting in the joys of service, zealots in a holy cause; confident that they hold in their hands the supreme instrument, offensive and defensive, of democracy. For so the masters have taught us.

"But when they face the world, they find little or none of the helpful, bracing, enthusiastic air of the educational department of the university. The world is old, is in its dotage; does not respond with alacrity to the enthusiasm of youth however well founded, especially if it be directed toward change in the forms or functions of the institutions that are, that have been of old, and are therefore holy. The tendency of the world is to disregard the bearers of all such enthusiasms.

"As a result of the stubborn impassivity of the world; as a result of the burden and sweat of the day and the worry and toss of the night; as a result of the cankering tooth of routine, with all too many is the artist gradually driven out of the spirit.

"Then ensues a period of flabby, shabby self-content or dis-content, it matters not which. The eye gleams no longer with its wonted gleam, the spring is gone from the step, the sutures close, there is no more growth.

'The lamp of our youth is gone utterly out, yet we subsist on the smell of it,
'And whatever we do we shall fold our hands, and suck our gums, and think well of it.
'We shall be perfectly pleased with our work, which is the perfectest hell of it.'

"We shall have crossed the dead-line of thirty, of forty, of fifty, of sixty, of seventy or more years which waits for all. Comrade, which of these shall it be for you?

"It is the chief purpose of the Alumni Chapter of Phi Delta Kappa to preserve and to restore this original spirit of enthusiasm.

"It purposes to do so by developing the spirit of fellowship in service; by impressing upon its members that this thing of educational leadership and accomplishment is a full grown man's job; that it is an artist's sphere. And just because it is an artist's sphere its chief compensation must ever be a direct not an indirect one—the direct joy of doing. Hence the Alumni Chapter is a working organization where each man has his part. It is for us to be both dreamers of dreams and doers of deeds."

April 25, 1914 SAM W. BROWN.

Do Scores Made on Aptitude Tests Predict Success or Failure of Phoenix Junior College Students in Specific Subjects?

N. E. Cook, H. A. Cross, L. C. Elliott, R. J. Hannelly, A. L. Phelps, E. W. Montgomery and E. W. Thayer

DURING the college years 1926-1927, and 1927-28 certain of the departments of the Phoenix Junior College collected scores which purport to measure the aptitude of students for specific subjects which were included in their curriculum.

These scores have been compared with semester grades made by the students in the same subjects.

The relations between scores and grades, certain conclusions based on them, and certain procedures suggested by them, make up the content of this article.

The grades used in the articel are A, B, C, D—passing; W—withdrawn while doing passing work; F—failure.

CHEMISTRY

BEGINNING COLLEGE CHEMISTRY (Chemistry 3)

TABLE I

Quartile or 25% of Students	Lowest Score of Quartile		A, B %	C, D %	W %	F %	Pass %	Non-Pass %
	1926	1927						
1 (Highest)	66	64	65	29	3	3	94	6
2	52	56	17	62	12	9	78	22
3	39	41	12	67	9	12	79	21
4 (Lowest)	12*	0*	0	33	34	33	33	67

*Lowest score made.
1926-N—73. Highest score—95. Possible score—115.
1927-N—65. Highest score—96. Possible score—115.
Total 138

Aptitude scores used for Table I were secured from Chemistry Aptitude Test CA-1, Revised B, Iowa Placement Examinations, given at the beginning of each of the first semesters of the college years, 1926-1927 and 1927-1928.

Grades used in Table I were secured in Beginning College Chemistry (Chemistry III) at the completion of the first semesters of the college years 1926-1927 and 1927-1928.

Some of the students enrolled for the subject had previously taken a course in high school Chemistry. Some had not.

The upper horizontal line in Table I indicates that the upper quartile or highest 25% of the students made scores on the aptitude tests in 1926 that were above 66, and in 1927 that were above 64; that 65% of the students in this group received a grade of either A or B; that 29% of this group received a grade of either C or D; that 3% of this group withdrew from the course while doing passing work; that 3% of this group failed in the subject either during the semester or at the end of the semester; that 94% of this group passed; that 6% of this group did not pass.

The last horizontal line on the table indicates that the lowest quartile or lowest 25% of the students made scores on the aptitude tests that were no higher than 39 in the year 1926 and no higher than 41 in the year 1927; that none of these students made a grade of either A or B; that 33% of them made a grade of C or D; that 34% of them withdrew from the course while doing passing work; that 33% of them failed; that 33% of them passed; that 67% of them did not pass.

The authors of the test have published data dealing with the predictive function of the Chemistry test which may be used for comparative purposes. Cornog, Jacob and Stoddard, George D. *Predicting Performance in Chemistry.* Journal of Chemical Education, Vol. 3, No. 12, December, 1926.

Aptitude scores used for Tables II and III were secured from the Mathematics Aptitude Test MA-1, Revised A, Iowa Placement Examinations. They were given at the beginning of the first semester of the college year 1927-1928.

Grades used for Tables II and III were secured at the completion of the first semester of the college year 1927-1928. They were determined entirely by the final examination.

Mathematics

College Algebra (Mathematics 7)

Table II

Quartile or 25% of Students	Lowest Score of Quartile	A, B %	C, D %	W %	F %	Pass %	Non-Pass %
1 (Highest)	34	29	50	14	7	79	21
2	27	47	20	7	26	67	33
3	15	13	53	7	27	66	34
4 (Lowest)	2*	0	40	20	40	40	60

*Lowest score made. N-59. Highest score made—50. Possible score—65.

Trigonometry (Mathematics 5)

Table III

Quartile or 25% of Students	Lowest Score of Quartile	A, B %	C, D %	W %	F %	Pass %	Non-Pass %
1 (Highest)	32	40	40	13	7	80	20
2	27	13	33	7	47	46	54
3	15	7	45	0	50	50	50
4 (Lowest)	2*	0	40	20	40	40	60

*Lowest score made. N—61. Highest score made—50. Possible score—65.

Some of the students enrolled for Algebra had completed a fourth semester of high school Algebra. Some had not. Some of the students enrolled for Trigonometry had completed a course in high school Trigonometry. Some had not.

Tables II and III are to be read in the same manner as was Table I.

English

Beginning College Composition (English III)

Table IV

Quartile or 25% of Students	Lowest Score of Quartile 1926	Lowest Score of Quartile 1927	A, B %	C, D %	W %	F %	Pass %	Non-Pass %
1 (Highest)	48	47	57	39	2	2	96	4
2	42	42	34	52	2	12	86	14
3	34	34	21	65	12	2	86	14
4 (Lowest)	17*	17	7	48	19	26	55	45

*Lowest score made.

1926-N—77 Highest score 1926—58. Possible score—65.
1927-N—91. Highest score 1927—60. Possible score—65.

Total-N 168

Aptitude scores used for Table IV were secured from English Aptitude Test, EA-1, Revised A, Iowa Placement Examinations. They were given at the beginning of each

of the first semesters of the college years 1926-1927 and 1927-1928.

Grades used for Table IV were secured at the completion of each of the first semesters of the college years 1926-1927 and 1927-1928.

Three units of high school English were a prerequisite for the subject. Some students had more than this.

Table IV is to be read in the same manner as was Table I.

FOREIGN LANGUAGE
ELEMENTARY SPANISH (Spanish III)
TABLE V

Quartile or 25% of Students	Lowest Score of Quartile	A, B %	C, D %	W %	F %	Pass %	Non-Pass %
1 (Highest)	93	75	12	0	13	87	13
2	72	88	12	0	0	100	0
3	59	45	55	0	0	100	0
4 (Lowest)	34*	22	78	0	0	100	0

*Lowest score made.
N—35. Highest score made—129. Possible score—150.

ELEMENTARY FRENCH (French III)
TABLE VI

Quartile or 25% of Students	Lowest Score of Quartile	A, B %	C, D %	W %	F %	Pass %	Non-Pass %
1 (Highest)	121	100	0	0	0	100	0
2	101	80	20	0	0	100	0
3	81	0	80	20	0	80	20
4 (Lowest)	59*	0	80	0	20	80	20

*Lowest score made.
N—19. Highest score made—127. Possible score—150.

Aptitude scores used for Table V were secured from Foreign Language Aptitude Test FA-1, Revised B, Iowa Placement Examination. Aptitude scores used for Table VI were secured from Foreign Language Aptitude Test FA-1, Revised A, Iowa Placement Examination. Both tests were given at the beginning of the first semester of the College year 1927-1928.

Grades used in Tables V and VI were secured in the respective subjects at the completion of the first semester of the college year 1927-1928.

Some of the students enrolled for these subjects had some previous training in high school French or Spanish. Some had not.

Tables V and VI should be read in the same manner as was Table I.

Scholastic superiority, as determined by the percentage of students passing, was predicted rather accurately for students in the highest quartiles. According to the tables the approximate chances that a student had of passing, as compared to the chances he had of not passing were:

Chemistry	16 to 1
College Algebra	4 to 1
Trigonometry	4 to 1
Beginning College Composition	24 to 1
Elementary Spanish	7 to 1
Elementary French	100%

Scholastic superiority, as determined by the percentage of students who received a grade of either A or B was rather accurately predicted for students in the highest quartiles.

Scholastic inferiority, as determined by the percentage of students who did not pass was predicted rather accurately for students in the lowest quartiles. According to the tables the approximate chances that a student had of not passing, as compared to the chances he had of passing were:

Chemistry	2 to 1
College Algebra	6 to 4
Trigonometry	6 to 4
Beginning College Composition	4 to 5
Elementary Spanish	0 to 100
Elementary French	2 to 8

Even in this group a student's chances of passing in Beginning College Composition, Elementary Spanish and Elementary French were greater than his chances of not passing. This was especially noticeable in Elementary Spanish and Elementary French. Except in the case of Elementary Spanish they were not nearly as great as they were for those who scored in the highest quartiles.

Scholastic inferiority for students in the lowest quartiles as determined by the percentage of those students who received no grade higher than C was predicted rather accurately by the test.

Scholastic mediocrity as determined by the percentage of the students who passed was characteristic of the middle fifty per cent of the students. The approximate chances of passing for this group were:

Chemistry	4 to 1
College Algebra	3 to 2
Trigonometry	1 to 1
Beginning College Composition	6 to 1
Elementary Spanish	100 to 0
Elementary French	9 to 1

Except in the case of Elementary Spanish the chances of passing of students in this

group were not nearly as favorable as for students of the highest quartile.

At the end of the first semester for which the Chemistry Tests were used, we tentatively conceded their value for guidance and placement purposes. Consequently we arbitrarily established as a tentative prerequisite for those students who had not taken a course in high school Chemistry, an aptitude score of no less than thirty-three.

All students who scored in the lower quartile in the Chemistry test were called into individual conference with the Head of the Department of Chemistry. Their situation as far as Chemistry was concerned was thoroughly discussed. At the conclusion of this conference many students transferred to other subjects. Some changed their curriculum and some changed their tentative vocation.

At the beginning of the first semester of the college year 1927-1928 all students who scored in the lowest quartile in the Mathematics Aptitude Test were granted an individual conference with the Head of the Department of Mathematics. At this time the mathematical qualifications and aspirations of the student in conference were thoroughly discussed. Students whose scores were in the lower portion of this group were encouraged to transfer to some other subject. Many did so.

This procedure in both Chemistry and Mathematics was followed in full realization of the fact that these tests would not predict success or failure with one hundred per cent accuracy, but that they represented the best available measure of prediction of which we were aware.

Throughout these conferences it was found difficult to convey to the students a clear concept of aptitude in a specific subject. Especially difficult was it to lead the students to differentiate between the concept of aptitude and that of interest or past achievement. Once they had grasped the meaning they seemed to be gratified to have secured a measure which might be utilized in the choice of a college curriculum or of a life vocation.

We believe that this procedure eliminated, before they failed to pass, a number of students which was almost certain not to pass. This undoubtedly represented economy of time, effort and money. More important, however, was the prevention of the development of a sense of failure on the part of these students.

Some data, available for Physics, have not been utilized because of the small number of cases.

The number of cases used in any of these subjects is not large. We believe, however, that they indicate a tendency and that we can well afford to spend additional time and money in the collection of additional information. Consequently we plan to collect material to increase the reliability of our findings. This will be carried on during the next three years. By that time we hope to have sufficient cases to remove statistical error and to prove whether or not these tests may properly be used for predictive purposes.

Some comparable data are available. Much of it is of real value. For our purposes, however, data collected from Phoenix Junior College students have more value than those collected elsewhere.

Announcement

American Association for the Advancement of Science

New York City **December 27 to January 2**

(Phi Delta Kappa is a member of Section Q)

Seven sessions of Section Q are planned for Thursday, Friday and Saturday, at Teachers College, Columbia University. The topics to be discussed are: (1) The Mathematical Treatment of Data on Educational Problems; (2) Recent Improvements in Instruments for Measurement in Education Problems; (3) General Experimental Studies; (4) Experimental Studies in College and University Education; (5) Experimental Studies in City School Systems; and (6) Unclassified Experimental Studies. A joint dinner of Section Q with Section I (Psychology) will be the occasion for the presentation of the addresses of the retiring vice-presidents for these sections, Dr. Knight Dunlap (Section I) and Dr. Arthur I. Gates (Section Q).

News Items from Here and There

Do you know of any education news pertaining to your Chapter, School of Education, University, City, State, or your own School, which may, because of its general interest appeal, find a place in this section of the PHI DELTA KAPPAN? *If so, send it to the editor sometime before January 15 and it will appear in the February issue of the magazine. Some chapters send us the publications which carry the news of their institutions and we commend the practice to others.*—Editor.

The Department of Superintendence
of the
National Education Association
of the
United States
Fifty-Ninth Annual Meeting
Cleveland, Ohio
February 24-28, 1929

PHI DELTA KAPPA LUNCHEON
Hotel Winton
Tuesday, February 26th

THE annual meeting of the North Central Association of Colleges and Secondary Schools will be held in Chicago March 13 to 16, 1929. W. I. Early, Principal of the High School, Sioux Falls, South Dakota, is president of the association.

* * *

Alumnus Nu Chapter is sponsoring the annual meeting of Phi Delta Kappans which will be held in Chicago at the time of the meeting of the North Central Association. Plans are being laid for an afternoon session to consist of an initiation of new members into Zeta, Upsilon, and Pi Chapters. The evening session will follow a dinner program and will consist of a professional program on a subject not yet announced. The committee making the arrangements hopes to have the Phi Delta Kappa program on the afternoon and evening just prior to the day when the open sessions of the N. C. A. begin. Full announcement will be made in the February number of the *Phi Delta Kappan*.

* * *

The third annual joint initiation meeting of Zeta and Pi Chapters was held in Chicago on December 8. Each of these annual meetings has proven of distinct value to the chapters participating. The local chapter is host to the visiting chapter and the chapters alternate as hosts.

* * *

A Department of Nursery Education is to be established at Temple University in the Teachers College, beginning on February 1, 1929. This is the seventh institution in this country to establish such a department. An entire floor of the new building adjoining Conway Hall will be devoted to the department. Miss Emma Johnson, a recognized authority on Nursery School Education, will be in charge of the department. A four-year course will be offered leading to a B.S. degree in Education. The purpose of the course is to train teachers to organize and teach in nursery schools which are composed of small groups of normal children eighteen months to four and a half years of age and which are in an environment carefully planned to meet their needs.

Practical work in the new course will be offered with the simultaneous opening of a nursery school in the new building, consisting of a large play room, two sleeping rooms, baths, diet kitchens, offices and medical inspection room. There is already a long waiting list for admission to the school.

A parental education program will be carried on by the new school in cooperation

with the Parents' Council of Philadelphia and the Philadelphia Child Health Society. Four courses will be offered dealing with the child in its first and second year; pre-school age; "'teen" age; and relation of nutrition and food habits to the general health.—*From Temple University News.*

* * *

Teachers College of Temple University held its fourth annual conference on secondary education, October 12-13. Edwin C. Broome, Superintendent of Schools of Philadelphia, was the presiding officer. Professor Thomas H. Briggs of Teachers College, Columbia University, was the principal speaker of the occasion. He stressed ten functions of the secondary school which he considered of great importance.

First, the integration or binding together of the students; second, the satisfaction of the needs of the students; third, the revelation of racial characteristics in which students should be informed of their possibilities in different fields; fourth, the exploration of the student's individual capacities; fifth, systematization and application of knowledge in which the student should know the purpose or use made of subjects taught him; sixth, the establishment of fields of knowledge which should help a student select a field for which he is naturally fitted; seventh, the guidance of students; eighth, differentiation; ninth, methods of teaching and learning; and tenth, retention and direction.—*From Temple University News.*

* * *

A new chapel at the University of Chicago has become a reality. A beautiful structure, known as The University Chapel, was dedicated on October 28, 1928. The principal speaker of the occasion was Mr. John D. Rockefeller, Jr. The chapel, for which plans had been under way since 1910, was more than three years in building. It was recently declared by a visiting architect to be one of the finest architectural monuments in America. It is the dominating structure of the whole University group.

Charles W. Gilkey is the Dean of the Chapel. He also serves as the executive officer of the new Board of University Social Service and Religion, which is composed equally of students and faculty. The Chapel is open daily for inspection and more especially for meditation and private devotion, and a half-hour of organ music is provided each evening.

A beautifully illustrated book describing the new chapel and its architectural features is published by The University of Chicago Press. It is entitled "The University of Chicago Chapel—A Guide" and is written by Edgar J. Goodspeed.

* * *

The successor to William B. Owen as Principal of the Chicago Normal College is a brother Phi Delta Kappan, Butler Laughlin. He is a member of Zeta Chapter and Alumnus Nu and has been working in the Chicago School System for a number of years. His appointment was made by Superintendent Bogan and confirmed by the Board of Education. The Superintendent is to be congratulated upon his choice and Brother Laughlin upon the larger opportunity which he now has for "Research, Service and Leadership."

* * *

National High School Orchestra Camp

Every Phi Delta Kappan should be familiar with the National High School Orchestra Camp of Interlochen, Michigan. It is a non-profit corporation organized on a cultural basis. The president and the genius of the organization is Joseph E. Maddy, head of the public school music department of the University of Michigan School of Music. The vice president is Thaddeus P. Giddings, supervisor of music in the public schools of Minneapolis. The secretary, treasurer and business manager is Willis Pennington of Detroit, who donated the use of the land at Interlochen on which the camp is located.

The following statement of the history and purpose of the organization was clipped from a news article in *The Grand Rapids Press.*

"Establishment of the national high school orchestra must be credited to the enterprise of Joseph E. Maddy of the University of Michigan School of Music. To the annual conference of music supervisors held in

Detroit three years ago, the high schools throughout the country sent some of their best orchestra players and a student orchestra was organized as a demonstration of the orchestral work carried on in the public schools. At the last conference, held in Chicago, the student orchestra played so well the supervisors planned to bring the orchestra before the educators of the nation.

"As a result of their work a student orchestra of nearly 300 young players appeared at the convention of the National Education Association at Dallas, Texas. The result was a veritable revelation even to those superintendents of public schools who 'had no music in their souls.' They were vastly impressed by this 'concourse of sweet sounds.' The musically initiate needed no arguments. Anyway, the student orchestra presented the cause so well that music in the public schools received a great impetus and gained added respect and appreciation for its importance.

"Henry Turner Bailey of New York, educator, author and lecturer, in writing of the impression which the young orchestra made upon the convention, said: 'They swayed the emotions of the audience like wind across a wheat field. No one who saw and heard those young men and maidens play will ever forget it. As they played I heard the great, true heart of my country singing as never before and the harmony was as rich and deep as human brotherhood itself.'

"After this achievement Mr. Maddy of the University of Michigan, Mr. Giddings of Minneapolis and other supervisors, including David Mattern of Grand Rapids, loath to see this virile, enthusiastic student organization disintegrate, caught the vision of a summer camp which would keep such an orchestra intact and at the same time afford great opportunities to talented young student musicians in high schools throughout the country.

"The camp at Interlochen is a realization of this dream. The camp also has an important vocational aspect, for it is the intention of the faculty to discover special talent for prospective teachers, music supervisors, symphony orchestra players and orchestra conductors, giving them a splendid start in preparation for their life work. There seems also to be need for more supervisors of public school music who are thoroughly trained in orchestral conductorship. Much good material for this profession doubtless will be discovered and developed among the high school orchestra players.

"This is, on the whole, a remarkably stimulating camp. A busier, happier lot of young folk would be difficult to find and there is a perfect co-ordination between work and play.

" 'We have no problem of discipline,' said Thaddeus P. Giddings, vice president and general supervisor of instruction, 'but we have to watch these boys and girls to see that they do not overwork'."

Those desiring to send applications for membership should address Joseph E. Maddy, Box 31, Ann Arbor, Michigan, for application blanks and further information. Acceptance of candidates will begin January first and the acceptance of candidates whose applications are received after that date will depend upon vacancies. The 1929 camp is open to high school students inclusive of those who graduate in January or June, 1929, who are outstanding musicians, of excellent character and who are loyal members of their school organizations. The camp season is from June 23 to August 18 and students will be accepted for the full season only. Late arrival is permitted only in case of late closing of the school from which the student comes.

The camp is divided into three major units; orchestra, band and choir. A camp scholarship fee of $300.00 covers board, lodging, tuition, use of instruments for elementary classes, music, athletic equipment, camp uniforms and such medical attention as may be necessary. Ample provision is made for recreational activities. Students are under strict supervision at all times during the camp session. The camp for boys and the camp for girls are located a half mile apart and the two camps come together only in music classes. Students are housed in cottages in each of which there is a counsellor in charge whose duty it is to care for the health and conduct of the students in his charge.

* * *

A recent issue of *Child Study* commemorates the fortieth anniversary of the Child Study Association of America. It contains articles of interest to parents and others engaged in parental education. The following quotations are from articles appearing in this issue.

"We need a great deal more knowledge than our grandparents had, in order to make as good a job of it as they did, We are living in more complex surroundings, our relations are much more intricate, many more influences are operating upon our children than has ever been the case before. The technical information alone is not sufficient. The excellent rules that have grown out of the experience and wisdom of others are not sufficient. With all these things we must provide for the child a sense of security in his home, though this does not necessarily imply that he must be made to feel that the parent is omniscient.

"Perhaps here, as in so many other matters, the movement that we call 'evolution' is but part of a spital. Progress upward does not follow a straight line, but retraces, though each time on a somewhat higher level, the curves it has made before.

"With the increasing complexity of our coming and going, the relationship between children and parents is also changing. Our dealings are coming to be more on the affective level, since there is declining opportunity to work together, and even to play together in any thorough-going fashion. With the all-day school for the child and the lengthening word-day entailed in the many social and civic demands upon adults, with the smaller dwelling and the increasing distractions, we shall probably not have as many opportunities to commit blunders in dealing with our children. We shall therefore have to make more effective the few and brief contacts with our children, in relation to the attitudes they are to acquire and the ideals that will guide them.

"We shall probably not convert our study groups into prayer meetings, but we are more and more coming back to a renewed realization that, beyond the specialized knowledge, the scientific tabulations, the weighing and measuring, it is the spirit that giveth life.

"Parents are ordained, not by tradition or theology, but by virtue of being parents, by virtue of their sincere concern, by virtue of their unlimited love, as the leaders of their children. But they must cultivate wisdom, so that they may acquire for themselves life values which will meet the tests of a changing society. Our hard-won insight into child psychology, our advance in the field of better health will bear increasingly finer fruit in proportion to our ability to offer our children worth-while thinking and living while we and they are on the way."

* * *

San Antonio Group Get Together

In most school systems there are many Phi Delta Kappans who never let it become known that they belong to the fraternity. In fact, most of us who leave college, unless we are close to a chapter, seldom give any thought to continued activity in the fraternity.

Here in San Antonio we had a pleasant surprise a week ago. Bertram Harry, Mu Chapter, professor of education in the junior college of this city, took it upon himself to get the members of the fraternity together. He invited us all to a dinner and had as the honor guests two of the professors from Texas University, Dr. B. F. Pittenger, Mu Chapter, Dean of the School of Education, University of Texas, and Dr. Frederick Eby, Mu Chapter, Professor of the History of Education. These two honor guests gave short talks on "Research, Leadership and Service in a City School System," and "Needed Educational Measures for the Next Legislature." The talks were inspiring and brought us nearer together.

The fruit of this dinner was a resolve on the part of the members to get together more often and to investigate the possibility of starting an alumnus chapter. We met many whom we did not know were members of the fraternity. This in itself was beneficial. Committees were appointed to prepare for the next meeting which is to be held in January and another committee was appointed to bring in a report on the formation of an alumnus chapter.

So, from the spirit of one member, Bertram Harry, came the inspiration to others to renew the work they had so enjoyed while at college. Such unselfish love for the things for which Phi Delta Kappa stands should not be passed by unnoticed. Others may profit from this experience and renewed effort may be inspired.

Those attending this meeting were: Bertram Harry (Mu 102), Robert Reed (Mu 162), A. S. Dodd (Psi 36), Frederick Eby (Mu 3), Andrew Bush (Mu 114), T. Guy Rogers (Mu 159), F. S. Eakely (Mu 159), Francis DeBurgos (Mu 148), Merrill Bishop (Mu 147), Chas. C. Ball (Epsilon 290), B. F. Pittenger (Mu 71), Otto A. Pfeiffer (Mu 116), A. J. Ivey (Mu 143).

Merrill Bishop.

With Alumni Chapters

THIS page will be reserved for alumni chapter news in the magazine if the chapters will avail themselves of the opportunity to fill the space. A communication was sent to the secretaries of the alumni chapters under date of November 16, 1928, asking for news for this space. Some have replied and we are summarizing their replies in the following items.

Alpha Chapter meets on the first Saturday of each month at 6:00 p.m. at the San Francisco Y.M.C.A. Their program topic on December 1 was "Phi Delta Kappa and the International Peace Movement" with William G. Carr as speaker. December 19 at 12:00 o'clock at the Whitcomb hotel is the time and place of a P. D. K. luncheon, held in connection with "the institute."

Beta Chapter meets on the third Saturday of each month at 6:30 p.m. at the St. Louis Y.M.C.A., 16th and Locust Streets. Their programs include "Magazine Abstracts," "Book Reviews," and "Research Reports." They have a membership of 60 with an average attendance of 35 and they report "enthusiastic professional meetings."

Epsilon Chapter meets on the first Saturday of each month at 6:30 p.m., at the University Club, Sixth and Hope, Los Angeles. At the last two meetings they had an attendance of 60 and 75 respectively. Their annual institute meeting will be held on December 20, at 12 o'clock, at the Commercial Club of Southern California, Eleventh and Broadway.

Kappa Chapter plans to have a series of dinner meetings during the year. They will be held at the homes of the resident members and will consist of professional programs following dinner and conversation.

Lambda Chapter meets twice a year at Denver and at Boulder, Colorado. Their next meeting will be at Boulder at Easter time.

Nu Chapter meets on the third Tuesday of each month, at 6:00 p.m., at the Central Y.M.C.A., 19 South LaSalle Street, Chicago. The December meeting will be the third of a series of three meetings on the topic "Improvement of Instruction."

Xi Chapter meets on the second Saturday of each month at the Elks' Club, Sacramento.

Directory—Alumni Chapters

Corrected to December 1, 1928

ALUMNUS ALPHA—(San Francisco)
Will W. Green, Secretary, 909 McKinley Avenue Oakland, California.

ALUMNUS BETA—(St. Louis)
Frank L. Eversull, Secretary, 1465 College Avenue, East St. Louis, Illinois.

ALUMNUS GAMMA—(Kansas)
J. F. Gilliland, Secretary, Principal Senior High School, Hutchinson, Kansas.

ALUMNUS DELTA—(Fresno)
Otto W. Bardarson, Secretary, Kirk Elementary School, Fresno, California.

ALUMNUS EPSILON—(Los Angeles)
Harold Bennett Brooks, Secretary, 617 Cherry Avenue, Long Beach, California.

ALUMNUS ZETA—(Detroit)
D. S. McGuire, Secretary, Miller Intermediate School, Detroit, Michigan.

ALUMNUS ETA—(Santa Barbara)
Samuel O. Welday, Secretary, 2117 Chapala Street Santa Barbara, California.

ALUMNUS THETA—(Kansas City)
Robert E. White, Secretary, 3525 Benton Boulevard, Kansas City, Missouri.

ALUMNUS IOTA—(South Dakota)
S. B. Nisson, Secretary, care South Dakota Education Association Journal, Sioux Falls, South Dakota.

ALUMNUS KAPPA—(Warrensburg, Mo.)
N. B. Grinstead, Secretary, State Teachers College, Warrensburg, Missouri.

ALUMNUS LAMBDA—(Denver)
Charles E. Greene, Secretary, 414 Fourteenth Street, Denver, Colorado.

ALUMNUS MU—(Muncie, Indiana)
W. E. Wagoner, Secretary, West Jackson Street, Muncie, Indiana.

ALUMNUS NU—(Chicago)
R. H. Wetherbee, Secretary, Chicago Normal College, 68th and Stewart Avenue, Chicago, Illinois.

ALUMNUS XI—(Sacramento, California)
Homer H. Cornick, Secretary, Davis Grammar School. Davis. California.

Directory of Chapters

Corrected to December 1, 1928

*Alpha—Indiana University
Earl A. Johnson, Secretary, Box No. 41, Bloomington, Indiana.

*Beta—Columbia University
O. K. Garretson, Secretary, Box No. 113, Teachers College, Columbia University, New York City, New York.

*Gamma—University of Missouri
F. H. Gorman, Secretary, University High School, Columbia, Missouri.

*Delta—Stanford University
H. D. Anderson, Secretary, Box No. 1165, Stanford University, California.

*Epsilon—University of Iowa
Malcolm Price, Secretary, College of Education, University of Iowa, Iowa City, Iowa.

*Zeta—University of Chicago
John F. Putman, Secretary, Box. No. 17, Faculty Exchange, School of Education, University of Chicago, Chicago, Illinois.

*Eta—University of Minnesota
Victor Noll, Secretary, Room 210, Education Building, University of Minnesota, Minneapolis, Minnesota.

*Theta—Cornell University
A. W. Gibson, Secretary, Division of Education, Sage Hall, Cornell University, Ithaca, New York.

*Iota—Harvard University
H. G. Espy, Secretary, 6 Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.

Kappa—University of Kansas
Thomas F. Pearson, Secretary, 1127 Ohio Street, Lawrence, Kansas.

*Lambda—University of California
Floyd Caldwell, Secretary, Haviland Hall, University of California, Berkeley, California.

*Mu—University of Texas
R. M. Cook, Secretary, Box No. 1642, University Station, Austin, Texas.

*Nu—University of Washington
Francis F. Powers, Secretary, Education Hall, University of Washington, Seattle, Washington.

*Xi—University of Pittsburgh
Charles E. Manwiller, Secretary 201-B State Hall, University of Pittsburgh, Pittsburgh, Pennsylvania.

*Omicron—University of Nebraska
O. H. Bimson, Secretary, Room 202, Teachers College, University of Nebraska, Lincoln, Nebraska.

*Pi—University of Illinois
Max D. Engelhart, Secretary, 102 Education Building, University of Illinois, Urbana, Illinois.

Rho—New York University
Everett V. Jeter, Secretary, 96 Hillside Ave., Chatham, New Jersey.

*Sigma—Ohio State University
Lester H. Munzenmayer, Secretary, Education Building, Ohio State University, Columbus, Ohio.

*Tau—University of Pennsylvania
Justin Hess, Secretary, Room 113 Bennett Hall, University of Pennsylvania, Philadelphia, Penn.

*Upsilon—Northwestern University
William G. Brink, Secretary, School of Education, Northwestern University, Evanston, Illinois.

*Phi—University of Wisconsin
Earl Miller, Secretary, Box No. 198, Bascom Hall University of Wisconsin, Madison, Wisconsin.

*Psi—Peabody College
Z. T. Johnson, Secretary, Box No. 212, Peabody College, Nashville, Tennessee.

*Chi—University of Oregon
Edward Daniel, Secretary, School of Education, University of Oregon, Eugene, Oregon.

*Omega—University of Michigan
Wendell Vreeland, Secretary, 4016 University High School, University of Michigan, Ann Arbor, Mich.

*Alpha-Alpha—University of Oklahoma
Oren Stigler, Secretary, Box No. 271, Faculty Exchange, University of Oklahoma, Norman, Okla.

*Alpha-Beta—University of Virginia
F. J. Daniels, Secretary, Peabody Hall, Room D, University of Virginia, University, Virginia.

*Alpha-Gamma—State College of Washington
Theodore Trowbridge, Secretary, Box No. 247, College Station, Pullman, Washington.

*Alpha-Delta—Kansas State Agricultural College
Louis H. Limper, Secretary, Department of Education, Kansas State Agricultural College, Manhattan, Kansas.

*Alpha-Epsilon—University of Southern California
M. M. Thompson, Secretary, Box 123, University of Southern California, Los Angeles, California.

*Alpha-Zeta—University of Arizona
Elwood E. Perry, Secretary, College of Education, Bin A, University Station, Tucson, Arizona.

Alpha-Eta—Temple University
Edward Ewing, Secretary, 6635 North Sixth, St., Philadelphia, Pennsylvania.

*Alpha-Theta—University of North Dakota
M. E. Nugent, Secretary, University of North Dakota, Grand Forks, North Dakota.

*Alpha-Iota—University of Cincinnati
W. H. Burton, Secretary, Room No. 14, McMicken Hall, University of Cincinnati, Cincinnati, Ohio.

*Alpha-Kappa—University of Tennessee
J. L. Zwingle, Secretary, Box No. 4188, University of Tennessee, Knoxville, Tennessee.

*Alpha-Lambda—Boston University
Raymond E. Shepard, Secretary, 675 Boylston Street, School of Education, Boston, Mass.

*Alpha-Mu—Colorado State Teachers College
Albert Tilse, Secretary, Colorado State Teachers College, Greeley, Colorado.

*Alpha-Nu—University of Kentucky
Louis Clifton, Secretary, University of Kentucky, Lexington, Kentucky.

***Addresses marked by an asterisk are permanent chapter addresses**

EDUCATION already gives some evidence of taking on that crystalline coating which we have come to think of as monopolized by traditional academic education, and, to change the figure, possessing a smugness of satisfaction with its own existence. Research, in the true sense of the term, is the only real factor which can overcome this tendency. Phi Delta Kappa should be ever alert and, in a commendable sense, forever dissatisfied with its achievement. — *R. A. Kent.*

Have you sent the change of address notice to the national office and to your own chapter secretary?